

## Huron University College English 1042E 551: Literature and Cultural Representations

Instructor: Dr. Alicia Robinet

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Course time: Mondays 12:30-2:30 and Wednesdays 1:30-2:30

Course Location: Huron W112

Office Hour: Virtually Mondays 9:30-10:30 am; in person as needed Wednesdays 12:30-1:30

Office Location: Huron V209

### Course Calendar Description

Combining the study of classic literature with works of current cultural importance, such as graphic novels and film, this course explores how our world and our lives are formed and informed by the stories we tell.

### Section Description:

Welcome to 1042E! This section of Literature and Cultural Representations takes a thematic approach to classic and contemporary cultural texts. The course readings also move primarily chronologically to survey a number of literary and cultural works from a historical perspective. We will focus on themes of peace and conflict, power and freedom, and voice and expression. How do authors from various eras and in a variety of genres react to contemporary issues or depict the past? We will examine poetry, short stories, plays, novels, film, and graphic novels to consider the representation of our main themes applying critical perspectives such as feminism, postcolonialism, Marxism, New Criticism, New Historicism, and formalism. Students will have an active role in the class and will be able to vote on certain selections.

Pre or Corequisites

**Prerequisite(s):** Grade 12U English or permission of the Department.

**Extra Information:** 3 hours.

**Course Weight:** 1.00

**Breadth:** CATEGORY B 

**Subject Code:** ENGLISH

### Course Outcomes and Objectives:

By the end of this course, students should be familiar with classic literary texts and contemporary cultural representation in a wide array of genres and should be able to express their thoughts in formal and informal assignments and in class discussions.

Learners should be able to:

1. Identify the characteristics of different genres and literary movements
2. Communicate ideas about literary or cultural texts orally and in writing
3. Engage in research to complete an academic essay
4. Understand and apply the basic rules of writing mechanics in written projects
5. Analyze literary and cultural texts
6. Create a podcast and present their work to the class
7. Understand and apply key literary devices

**Teaching Methodology:**

The professor will take a conversational or dialogic approach to investigate the range of responses to the social and historical issues we are studying. Students are expected to participate in their learning. In the event of changes to the course delivery, the professor will clarify changing expectations and any alterations to course assignments. Students are expected to read the material assigned for each class and should be prepared to discuss it. The instructor will happily serve as a resource for your assignments and course questions, and students should be encouraged to take advantage of Huron’s many wellness and library resources.

In the event of a COVID-19 resurgence during the course that necessitates the course moving away from in-person delivery, course content may be delivered online either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). There may also be changes to any remaining assessments at the discretion of the course instructor.

**Required Texts:**

*The Norton Anthology of Short Fiction*, shorter 8<sup>th</sup> edition, paperback, eds. Richard Bausch and R. V. Cassill  
 Benjamin Hertwig, *Slow War* (2017), poetry collection  
*This Place: 150 Years Retold* (2019), graphic novel anthology  
 Term 2 novel TBD by student vote

**CLASS SCHEDULE:**

DATE	READING
Monday, September 12 <sup>th</sup>	Syllabus Overview – bring your agenda!
Wednesday, September 14 <sup>th</sup>	Margaret Atwood, “Why Do You Write?” (1991) <i>Norton 872</i> Toni Cade Bambara, “What Is It I Think I’m Doing Anyhow?” (1980) <i>Norton 872-73</i> Richard Bausch, “Letter to a Young Writer” (2004) <i>Norton 873-876</i>

	Joseph Conrad, "Preface" (1897) <i>Norton</i> 877-879 Guy de Maupassant, "The Novel" (1887) <i>Norton</i> 887-889 Bharati Mukherjee, "A Four-Hundred-Year-Old Woman" (1991) <i>Norton</i> 889-891 Edgar Allan Poe, "The Philosophy of Composition" <i>Norton</i> 891
Monday, September 19 <sup>th</sup>	William Shakespeare, Sonnets 18, 60, and 130 (1609) Available on OWL A visit from Huron Wellness
Wednesday, September 21 <sup>st</sup>	Essay pyramid writing workshop #1
Monday, September 26 <sup>th</sup>	<i>The Tragedy of Macbeth</i> (2021), dir. Joel Coen Visit from Writing and Learning Services
Wednesday, September 28 <sup>th</sup>	<i>The Tragedy of Macbeth</i> cont'd Thomas DeQuincey, "On the Knocking at the Gates in Macbeth" (Available on OWL)
Monday, October 3 <sup>rd</sup>	Aemilia Lanyer, [Eve's Apology in Defense of Women] from <i>Salve Deus Rex Judæorum</i> (1611) Available on OWL
Wednesday, October 5 <sup>th</sup>	John Donne, "The Flea," "Death, be not proud" (1633) Available on OWL *Sentence due
Monday, October 10 <sup>th</sup>	Class cancelled: Thanksgiving Holiday
Wednesday, October 12 <sup>th</sup>	John Milton, "Lycidas" (1638) Available on OWL
Monday, October 17 <sup>th</sup>	Milton cont'd Essay workshop #2
Wednesday, October 19 <sup>th</sup>	John Keats, "On Sitting Down to Read King Lear Once Again" (1838) Available on OWL
Monday, October 24 <sup>th</sup>	Mary Wollstonecraft, from <i>A Vindication of the Rights of Woman</i> (1792) Anna Laetitia Barbauld, "The Rights of Woman" (1792) Available on OWL *Paragraph due
Wednesday, October 26 <sup>th</sup>	William Wordsworth, "Lines Composed A Few Miles Above Tintern Abbey, on Revisiting the Banks of the Wye During a Tour, 13 July 1798" (1798) Percy Bysshe Shelley, "To Wordsworth" (1816) Available on OWL
Monday, October 31 <sup>st</sup>	Fall Reading Break ☺

Wednesday, November 2 <sup>nd</sup>	Fall Reading Break ☺☺
Monday, November 7 <sup>th</sup>	Jessie Georgina Sime, "Munitions!" (1919) Available on OWL Essay workshop #3
Wednesday, November 9 <sup>th</sup>	Frank O'Connor, "Guests of the Nation" (1931) <i>Norton</i> 637-45 *Essay #1 due
Monday, November 14 <sup>th</sup>	Tim O'Brien, "The Things They Carried" (1986) <i>Norton</i> 598-610 <i>*Hopefully the film currently in production will be released during our course*</i>
Wednesday, November 16 <sup>th</sup>	Benjamin Hertwig, <i>Slow War</i> (2017)
Monday, November 21 <sup>st</sup>	Hertwig, cont'd
Wednesday, November 23 <sup>rd</sup>	Guy de Maupassant, "An Adventure in Paris" (1881) <i>Norton</i> 493-98
Monday, November 28 <sup>th</sup>	Kate Chopin, "The Story of an Hour" (1891) <i>Norton</i> 147-49
Wednesday, November 30 <sup>th</sup>	Charlotte Perkins Gilman, "The Yellow Wallpaper" (1892) <i>Norton</i> 327-38
Monday, December 5 <sup>th</sup>	Joseph Conrad, <i>Heart of Darkness</i> (1902) <i>Norton</i> 150-210
Wednesday, December 7 <sup>th</sup>	<i>Heart of Darkness</i> cont'd
EXAM PERIOD AND WINTER BREAK	
Monday, January 9 <sup>th</sup>	Stephen Leacock, "The Marine Excursion of the Knights of Pythias" (1912) Available on OWL
Wednesday, January 11 <sup>th</sup>	James Joyce, "Araby" (1914) <i>Norton</i> 364-68 Joyce, "The Dead" (1914) <i>Norton</i> 368-98
Monday, January 16 <sup>th</sup>	Franz Kafka, "The Metamorphosis" (1915) <i>Norton</i> 399-433
Wednesday, January 18 <sup>th</sup>	"The Metamorphosis" cont'd
Monday, January 23 <sup>rd</sup>	Research Workshop
Wednesday, January 25 <sup>th</sup>	Virginia Woolf, "Kew Gardens" (1943) <i>Norton</i> 854-59
Monday, January 30 <sup>th</sup>	Robert Penn Warren, "Blackberry Winter" (1946) <i>Norton</i> 823-38
Wednesday, February 1 <sup>st</sup>	Alice Walker, "Everyday Use" (1973) <i>Norton</i> 816-22
Monday, February 6 <sup>th</sup>	James Alan McPherson, "Why I Like Country Music" (1977)

	<i>Norton 499-510</i>
Wednesday, February 8 <sup>th</sup>	Richard Bausch, "Letter to the Lady of the House" (1989) <i>Norton 69-75</i>
Monday, February 13 <sup>th</sup>	Thomson Highway's <i>The Rez Sisters</i> (2021 performance), Stratford Festival recording in-class viewing
Wednesday, February 15 <sup>th</sup>	<i>The Rez Sisters</i> cont'd
Monday, February 20 <sup>th</sup>	Winter Reading Break ☺
Wednesday, February 22 <sup>nd</sup>	Winter Reading Break ☺
Monday, February 27 <sup>th</sup>	Margaret Atwood, "Death by Landscape" (1989) <i>Norton 28-40</i>
Wednesday, March 1 <sup>st</sup>	Amy Tan, "Rules of the Game" (1989) <i>Norton 757-64</i> *Annotated Bibliography Due
Monday, March 6 <sup>th</sup>	Contemporary novel: student vote
Wednesday, March 8 <sup>th</sup>	Contemporary novel: student vote cont'd
Monday, March 13 <sup>th</sup>	Contemporary novel: student vote cont'd
Wednesday, March 15 <sup>th</sup>	Bharati Mukherjee, "The Management of Grief" (1988) <i>Norton 538-550</i> Richard Ford, "Bharati Mukherjee's 'The Management of Grief'" <i>Norton 922-23</i>
Monday, March 20 <sup>th</sup>	Film: student vote
Wednesday, March 22 <sup>nd</sup>	Film: student vote cont'd *Research essay due
Monday, March 27 <sup>th</sup>	George Saunders, "Victory Lap" (2009) <i>Norton 710-21</i>
Wednesday, March 29 <sup>th</sup>	Jeff Lemire, <i>Essex County</i> (2011) and <i>Secret Path</i> (2016) Excerpts available on OWL
Monday, April 3 <sup>rd</sup>	<i>This Place: 150 Years Retold</i> (2019)
Wednesday, April 5 <sup>th</sup>	<i>This Place</i> cont'd
Monday, April 10 <sup>th</sup>	Conclusion and Exam Review

\* Each reading will be paired with a musical selection or "soundtrack" that highlights themes, tropes, or ideas from the reading to demonstrate how you will compare one of the course texts to a cultural representation during your podcast presentation. Students should submit their soundtrack ideas for the student vote class texts if they wish!

### **Assessment:**

Participation: 10%, ongoing

Essay pyramid: Sentence, due Wednesday, Oct. 5<sup>th</sup>: 2%; Paragraph, due Monday, October 24<sup>th</sup>: 5%; Essay, due Wednesday, November 9<sup>th</sup>: 15%

Podcast Presentation: 8%

Annotated bibliography due Wednesday, March 1st: 5%

Research essay due Wednesday, March 22<sup>nd</sup>: 20%

Final exam, to be scheduled by the Registrar: 35%

**Assessment Description:**

**Participation:**

This course relies on active student engagement and participation. We will engage in many small and large group conversations that work best with learners who are enthusiastic and receptive to their peers' contributions. Active listening is also an important element of a fully participative class. My assessment will evaluate the quality and quantity of your contributions to class discussions, your preparation for class, participation in class activities, and active listening. A note on attendance: you must be present to participate, but participation is more than presence. The use of electronic devices can interfere with participation and can affect classmates' learning. Please be respectful to our shared learning experience. Should the course move online, the evaluation of participation will be outlined for the online format.

**Essay Pyramid:**

The instructor will scaffold the steps to writing a university essay. First you will receive feedback on a sentence, then a paragraph, and then an essay. Please see the assignment handout for topics and specific instructions and be sure to attend the essay workshop classes where you will receive exemplars and assignment details.

**Podcast Presentation:**

You will sign up for a presentation date slotted during the beginning of term 2. Your presentation should take the form of a short podcast. Please see the assignment handout for specific instructions about how to shape the presentation into a podcast. We will review this assignment together in class.

**Annotated Bibliography:**

Your annotated bibliography assignment intends to introduce you to evaluating and engaging with literary criticism or theory. In order to write the research essay, you will need to consult literary scholarship. This assignment asks you to provide a draft introductory paragraph and to write short annotations for three sources that you have consulted in preparing to write your essay. Please see the assignment handout for specific details and exemplars.

**Research Essay:**

In this assignment, you will write an essay by engaging with literary criticism and/or theory. You will compare two texts and respond to the essay topics with which the instructor provides you. The research workshop will help acclimate you to Huron's research resources and teach you the MLA style you will follow when writing your paper. Please see the assignment handout and essay topics for specific details.

**Course Policies:**

Please submit hard-copy assignments to the instructor in class on the due date. Written assignments must also be submitted to the course OWL site in the "Assignments" section where they will be reviewed for plagiarism by Turnitin.com. Students must acknowledge any borrowed ideas by carefully citing any outside sources they consult (including blogs, websites, academic sources, etc). The MLA style guide will be your resource to ensure you properly cite sources and avoid plagiarism. Submitting the same assignment for multiple courses is also a form of plagiarism. The instructor is happy to work with you to generate your own, original ideas should you need assistance, and can answer any questions about your citation style. Late assignments will be penalized 2% per day. Assignments submitted after 10 days may receive minimal commentary or forfeit the grade. Students must pass both the term work and the final exam to pass the class.



## **Appendix to Course Outlines: Academic Policies & Regulations Fall/Winter 2022**

### **Pandemic Contingency**

Huron will continue to follow the guidance of public health and government officials. It is anticipated that there will be no further disruptions to in-person instruction. This is subject to change.

### **Student Code of Conduct**

Membership in the community of Huron University College and Western University implies acceptance by every student of the principle of respect for the rights, responsibilities, dignity and well-being of others and a readiness to support an environment conducive to the intellectual and personal growth of all who study, work and live within it. Upon registration, students assume the responsibilities that such registration entails. While in the physical or online classroom, students are expected to behave in a manner that supports the learning environment of others. Please review the Student Code of Conduct at:

<https://huronatwestern.ca/sites/default/files/Res%20Life/Student%20Code%20of%20Conduct%20-%20Revised%20September%202019.pdf>.

### **Prerequisite and Antirequisite Information**

Students are responsible for ensuring that they have successfully completed all course prerequisites and that they have not completed any course antirequisites. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

### **Attendance Regulations for Examinations**

A student is entitled to be examined in courses in which registration is maintained, subject to the following limitations:

- 1) A student may be debarred from writing the final examination for failure to maintain satisfactory academic standing throughout the year.
- 2) Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course will be reported to the Dean of the Faculty offering the course (after due warning has been given). On the recommendation of the Department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of registration.

Review the policy on Attendance Regulations for Examinations here: [Academic Calendar - Western University \(uwo.ca\)](#)

### **Statement on Academic Offences**



Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [Academic Calendar - Western University \(uwo.ca\)](http://www.uwo.ca/academic_calendar) . The appeals process is also outlined in this policy as well as more generally at the following website: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/appealsundergrad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/appealsundergrad.pdf).

### **Turnitin.com**

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### **Statement on Use of Electronic Devices**

It is not appropriate to use electronic devices (such as, but not limited to, laptops, tablets, cell phones) in the classroom for non-classroom activities. Such activity is disruptive and distracting to other students and to the instructor, and can inhibit learning. Students are expected to respect the classroom environment and to refrain from inappropriate use of technology and other electronic devices in class.

### **Statement on Use of Personal Response Systems (“Clickers”)**

Personal Response Systems (“clickers”) may be used in some classes. If clickers are to be used in a class, it is the responsibility of the student to ensure that the device is activated and functional. Students must see their instructor if they have any concerns about whether the clicker is malfunctioning. Students must use only their own clicker. If clicker records are used to compute a portion of the course grade:

- the use of somebody else’s clicker in class constitutes a scholastic offence
- the possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offence.

### **Academic Consideration for Missed Work**

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. **Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work, and are encouraged to make appropriate decisions based on their specific circumstances.**

Students who have conditions for which academic accommodation is appropriate, such as disabilities or ongoing or chronic health conditions, should work with Accessible Education Services to determine appropriate forms of accommodation. Further details concerning policies and procedures may be found at: <http://academicsupport.uwo.ca/>.

### **Policy on Academic Consideration for a Medical/ Non-Medical Absence**

- (a) Consideration on **Medical Grounds** for assignments worth *less than 10%* of final grade: **Consult Instructor Directly and Contact Academic Advising**

When seeking consideration on **medical grounds** for assignments worth *less than 10%* of the final course grade, the student should contact the instructor directly. The student need only share broad outlines of the medical situation. The instructor **may** require the student to submit documentation to the academic advisors, in which case she or he will advise the student and inform the academic advisors to expect documentation. If documentation is requested, the student will need to complete and submit the [Student Medical Certificate](#). The instructor may not collect medical documentation. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation.

**b) Medical Grounds for assignments worth 10% or more of final grade: Go Directly to Academic Advising**

University Senate policy, which can be found at [Academic Calendar - Western University \(uwo.ca\)](#) requires that all student requests for accommodation on medical grounds for assignments worth 10% or more of the final grade be made directly to the academic advising office of the home faculty (for Huron students, the “home faculty” is Huron), with supporting documentation in the form (minimally) of the Senate-approved Student Medical Certificate found at: [https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/medicalform.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf).

The documentation is submitted in confidence and will not be shown to instructors. The advisors will contact the instructor when the medical documentation is received, and will outline the severity and duration of the medical challenge as expressed on the Student Medical Certificate and in any other supporting documentation. The student will be informed that the instructor has been notified of the presence of medical documentation, and will be instructed to work as quickly as possible with the instructor on an agreement for accommodation. The instructor will not normally deny accommodation where appropriate medical documentation is in place and where the duration it describes aligns with the due date(s) of assignment(s). Before denying a request for accommodation on medical grounds, the instructor will consult with the Dean. The instructor’s decision is appealable to the Dean.

**c) Consideration on Non-Medical Grounds: Consult Huron Support Services/Academic Advising, or email [huronsss@uwo.ca](mailto:huronsss@uwo.ca)**

Students seeking academic consideration for a **non-medical** absence (e.g. varsity sports, religious, compassionate, or bereavement) will be required to provide appropriate documentation. All consideration requests must include a completed [Consideration Request Form](#). Late penalties may apply at the discretion of the instructor.

Please review the full policy on Academic Consideration for medical and non-medical absence at: [accommodation\\_medical.pdf \(uwo.ca\)](#). Consult [Huron Academic Advising](#) at [huronsss@uwo.ca](mailto:huronsss@uwo.ca) for any further questions or information.

**Support Services**

For advice on course selections, degree requirements, and for assistance with requests for medical accommodation, students should email an Academic Advisor in Huron’s Student Support Services at

[huronsss@uwo.ca](mailto:huronsss@uwo.ca). An outline of the range of services offered is found on the Huron website at: <https://huronatwestern.ca/student-life/student-services/>.

Department Chairs, Program Directors and Coordinators are also able to answer questions about individual programs. Contact information can be found on the Huron website at: <https://huronatwestern.ca/contact/faculty-staff-directory/>.

If you think that you are too far behind to catch up or that your workload is not manageable, you should consult your Academic Advisor. If you are considering reducing your workload by dropping one or more courses, this must be done by the appropriate deadlines. Please refer to the Advising website, <https://huronatwestern.ca/student-life/student-services/academic-advising/> or review the list of official Sessional Dates on the Academic Calendar, available here: <http://www.westerncalendar.uwo.ca/SessionalDates.cfm>.

You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. Note that dropping a course may affect OSAP and/or Scholarship/Bursary eligibility.

Huron Student Support Services: <https://huronatwestern.ca/student-life/student-services/>  
Office of the Registrar: <https://registrar.uwo.ca/>  
Student Quick Reference Guide: <https://huronatwestern.ca/student-life/student-services/#1>  
Academic Support & Engagement: <http://academicsupport.uwo.ca/>  
Huron University College Student Council: <https://huronatwestern.ca/student-life/beyond-classroom/hucsc/>  
Western USC: <http://westernusc.ca/your-services/#studentservices>

### **Wellness and Health Supports at Huron and Western**

University students may encounter setbacks from time to time that can impact academic performance. Huron offers a variety of services that are here to support your success and wellbeing. All Huron staff and faculty have received training on responding to disclosures of Gender-Based Sexual Violence (GBSV); students should know that the Community Safety Office is a resource for survivors, providing support and, if desired, guidance while referring them to the further supports that they may require. Please visit <https://huronatwestern.ca/student-life-campus/student-services/wellness-safety> for more information or contact staff directly:

Wellness Services: [huronwellness@huron.uwo.ca](mailto:huronwellness@huron.uwo.ca)  
Community Safety Office: [safety@huron.uwo.ca](mailto:safety@huron.uwo.ca)  
Additional supports for Health and Wellness may be found and accessed at Western through, <https://www.uwo.ca/health/>.

Western Calendar - Policy Pages -

[Academic Calendar - Western University \(uwo.ca\)](#)