

ANG – 3150: Special Topics in English-Canadian Literature:
Ecocritical Study of Canadian Literature

Course Description

In this era of unfolding environmental crisis, this course asks: how does Canadian literature respond? To begin answering this question, we will study twentieth- and twenty-first-century English-Canadian novels, short stories, poems, and non-fiction that explicitly or implicitly address the relationship between humans and the non-human world or that focus solely on the non-human world. Guided by ecocritical practices, we will analyze how these texts use literary and rhetorical strategies to construct, comment on, or critique values about the natural environment. We will examine cultural representations of nature and the wilderness and consider how texts grapple with notions like ecocentrism, biocentrism, anthropocentrism, and anthropomorphism. We will survey sub-genres, ranging from nature writing and eco-memoirs to literary eco-journalism and extinction narratives and note the influence of and engagement with theoretical positions and movements, such as ecofeminism and environmental justice.

Objectives

At the end of this course, the student should be able to do the following at an advanced university level in English:

- identify, define, discuss, and apply introductory concepts, terms, and definitions used and debated in ecocriticism;
- analyze, interpret, and compare and contrast assigned primary texts, both orally and in written work, from an ecocritical perspective;
- demonstrate how literary and rhetorical devices contribute to the explicit and implicit environmental stances of selected texts or to the cultural construction and aesthetic packaging of notions or values about the natural world;
- discuss how on the primary texts' environmental, social, and historical contexts interrelate.

Pedagogical Approach

This class will combine synchronous and non-synchronous pedagogical activities in a solely on-line environment.

Evaluation

Tests – 60% (2 x 30%)

Essay – 30%

1 Review of an Event at the Imagination Writers' Festival, April 6 to April 11 (10%)

Students must submit *all* the above work to fulfill the course requirements.

Quality of Language

Lectures and group discussions are held in English. Quality of English will be one of the factors in evaluating work. Students are encouraged to make use of the services of the Writing Centre for feedback and exercises on improving their written work.

Required Texts:

See the class web site for details on required readings.

Grading Scale (undergraduate level)

Excellent:	A+ = 94-100	A = 89-93	A- = 85-88	Fair:	D+ = 61-64	D = 55-60
Very Good:	B+ = 82-84	B = 78-81	B- = 75-77	Inadequate:	E = 0-54	
Good:	C+ = 72-74	C = 68-71	C- = 65-67			

- For rules on plagiarism, see: Plagiat/Règlement des études <http://www.lit.ulaval.ca/departement/politiques-et-reglements/plagiat/>
- Centre de prévention et d'intervention en matière de harcèlement: <https://www.ulaval.ca/services-ul/harcelement.html>
- Politique relative au calendrier de publication des résultats: 30 % de la note globale devra avoir été attribuée et communiquée aux étudiants deux jours ouvrables avant la date d'abandon sans échec et sans remboursement. Seuls les cours à formule particulière, ayant été approuvés par les directions d'unité, seront exemptés de cette politique, ce qui devra faire l'objet d'une mention dans le plan de cours.

Note: This course will help students in the BEALS program develop several “core professional competencies” as required for teacher training, notably 1, 2, 4, 11, and 14. See the course plan on the class web site for details.