

	School of Liberal Arts
	Course Code: English 220 Course Title: The North in Literature (online/Zoom)
	Term: Winter 2025 Number of Credits: 3
<b>Course Outline</b>	

**INSTRUCTOR:** Drew Lyness, Ph.D.

**E-MAIL:** [dlyness@yukonu.ca](mailto:dlyness@yukonu.ca)

**OFFICE HOURS:** By appointment, in-person or via Zoom

**OFFICE:** A2005

**CLASSROOM** Online / Zoom

**CLASS TIME:** Mondays, 2:30-5pm on Zoom

**Liberal Arts office:** Ayamdigut Campus A2501, liberalarts@yukonu.ca, 867-668-8770

## **COURSE DESCRIPTION**

This course takes a critical look at literary representations of the North. We will read novels, short stories, nonfiction essays, poetry, digital and visual material in our quest to understand ‘the North’ – both as a cultural idea as well as a real place. Images, myths and symbols emerging from literary representations of the North will be analysed closely, and then connected to the communities in which we live.

Major issues for consideration:

- 1) How is ‘the North’ defined? Where is North?
- 2) How has the North and the land been represented from the outside?
- 3) How is North represented by writers with a transient relationship to the region?
- 4) How have Indigenous peoples been represented in the North?
- 5) How do Indigenous peoples represent themselves in the North?
- 6) How does ‘the imaginary North’ influence the North?
- 7) What is the future of the North?

**COURSE REQUIREMENTS:** Prerequisite(s): English 100 and 101 or equivalent, or permission of the instructor.

## **EQUIVALENCY OR TRANSFERABILITY**

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

## LEARNING OUTCOMES

Upon successful completion of the course, students will be able to:

- present and assess different definitions of North both as a geographical location and as a place of the imagination
- recognize the primary, recurring themes and images in literature about the North
  - analyse representations of the North and its people as presented by First Nations, Inuit, local, and Outside authors
  - perform post-secondary level analysis of northern literature from the major genres in English literature—poetry, fiction (novel and short story), drama, and essay
  - apply standard literary terminology in their discussions of works of literature
  - recognize literary devices and motifs, and explain how these contribute to a literary work
  - present ideas in well-organized, thoughtful, and polished essays, and do post-secondary level research into literary subjects

## COURSE FORMAT

### Weekly breakdown of instructional hours

This class runs in a seminar format for a scheduled 3 hours each week. Students are expected to attend these class meetings and to engage with both Zoom / in-person and online asynchronous discussions. There will be a short reflection paper, a longer final paper, a student presentation as well as an end-of-term project. Readings and media each week will take somewhere between 1 and 2 hours, depending on content.

### Delivery format

This course is delivered online with one meeting time each week during which students are expected to attend via Zoom and engage with the instructor and other students. If there is interest amongst Whitehorse-based students, we may also meet in person from time to time whilst retaining a Zoom connection for community / remote students. This will be decided during the opening weeks. The Moodle course site will be integral to this course for discussions, material, assignments and engagement. As a blended online course, the format of this course will be flexible to accommodate students in the communities as well as Ayamdigut and potentially U Arctic students as well. Class time will generally be devoted primarily to discussion and to student presentations with a Zoom video connection. There will also be short lectures on specific concepts or theoretical traditions. All readings and audio-visual material will be assigned in advance and uploaded to Moodle and should be read before class. We will also engage in weekly online discussions. We will likely respond to current events and news cycles, so keep an eye on all kinds of media this term!

## EVALUATION

### Assignments:

On one week of your choosing during the semester, you'll submit a **2 page response paper** on that day's assigned texts and topic. You are free to decide for which week you'll write, but you must turn in your short response papers by Friday of Week 13. It's up to you to decide what's important enough for a 2-page reflection. In some cases, it might be useful to spend your pages making sense of the reading. Over the course of the semester, we'll accumulate a collection of themes, terms and concepts that will help us to critically consider 'the North' as represented in literature, film and television.

In addition, each student will be responsible for introducing and presenting a reading(s).

**Presentations** should include a visual component in the form of media or slides and be around 15 minutes. Your task is to offer opening observations of your text, give some context and background information about the author or genre, interpret and make connections with other texts we have read. Finally, you should introduce a few questions to get us going. During presentations, each student will also briefly introduce the class to one work not on the syllabus that they believe connects to the texts, and to their experience of the North. You should take around 5 minutes to tell us about this text and make a compelling case for its place in our course. You may interpret 'text' widely to include not only traditional literature, but also film, video, art, music, multimedia - the possibilities are almost limitless. (see presentation guidelines on Moodle)

Lastly, you will write one longer (8-10 page) **essay** for the course on a topic that you devise yourself. Topic proposals for that final essay are due any time before Week 11. You'll be free to revise your topic, in consultation with me, until the end of Week 13.

Tests: There will be no Midterm exam in this course. We will schedule a group **exit-examination** in our final class session.

Short response paper	10 %
Weekly discussions / engagement	20 %
Individual presentation	30 %
Final Paper	30 %
Final Exam	10%
Total	100%

## **COURSE WITHDRAWAL INFORMATION**

Please refer to the YukonU website for important dates.

## **LEARNING MATERIALS**

All texts will be available online via the Moodle course site

## **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

## **ACCESSIBILITY AND ACADEMIC ACCOMMODATION**

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability

[www.yukonu.ca](http://www.yukonu.ca)

(including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: [access@yukonu.ca](mailto:access@yukonu.ca).

## **TOPIC OUTLINE**

*Please see Moodle course site for detailed Weekly topics – or contact the instructor at: [dlyness@yukonu.ca](mailto:dlyness@yukonu.ca)*

### **Major issues for consideration during this course:**

**1) How is 'the North' defined? Where is North? 2) How has the North and the land been represented from the outside? 3) How is North represented by writers with a transient relationship to the region? 4) How have Indigenous peoples been represented in the North? 5) How do Indigenous peoples represent themselves in the North? 6) How does 'the imaginary North' influence the North? 7) What is the future of the North?**