

**ANG 738 THÈME EN LITTÉRATURE CANADIENNE COMPARÉE II  
(3 crédits)**

**PRÉALABLE :** aucun

**Nombre limite :** 15 étudiantes ou étudiants

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**DESCRIPTEURS :**

**Objectifs :** Étudier et approfondir une problématique particulière en littérature canadienne comparée

**Contenu :** Annoncé annuellement et pouvant porter soit sur des auteurs particuliers, soit sur des sujets de recherche comme l'ethnicité, le postmodernisme, la théorie postcoloniale, les études culturelles en littérature comparée, les relations entre la littérature et d'autres médias, les relations entre littérature et d'autres discours, les études nord-américaines.

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**AUTRES INFORMATIONS GÉNÉRALES**

Pour vérifier si cette activité pédagogique est offerte à la présente session, consulter l'horaire sur le site du Département des arts, langues et littératures à la rubrique Étudiants actuels <https://www.usherbrooke.ca/dall/etudiants-actuels/>

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### Specific objectives

To introduce students to feminist, queer, and gender studies theory and criticism that will be applied to a variety of 20<sup>th</sup> Canadian and Québécois fiction, drama, and poetry that can be said to embody or exemplify representations of sex-gender panic (instances in which characters – and perhaps their authors – consciously, or unconsciously, are psycho-socially panicked about their sexual and/or gendered identities and practices).

To relate the selected Canadian and Québécois examples to significant Anglo-American, French and other cultures' examples of sex-gender panicked texts and characters, as well as to the socio-historical specificities of their cultural contexts and their sex-gendered cultural work.

To develop the students' capacity to appropriate and apply a variety of theoretical and critical approaches and methods to primary texts (i.e. psychological, feminist, queer, new historicist).

### Content

Secondary Sources : To Be Announced

#### Preliminary Primary Corpus:

Ross, Sinclair. *As For Me and My House*.

Tremblay, Michel. *Hosanna*.

Hall, Phil. from: *Trouble Sleeping*. [Coursepack material]

Brossard, Nicole. *Desert mauve*.

Other Primary Texts For The Students' Presentations: To Be Announced

### Pedagogical Method

The course will commence with several weeks of lectures and discussions based upon assigned secondary and primary readings, after which each of the students will be responsible for the research and planning of a seminar based upon one of the blocs of assigned primary texts. Each student will be responsible for animating a full seminar based upon an assigned text or texts and must present the professor with a course plan outline, including examples of their objectives and methods, at least three days before their seminar. Said outline and the related seminar must demonstrate evidence of academic research and a focus upon the course's theme of sex-gender panics. Each seminar will be followed by a feedback meeting with the professor during the week after the students' seminar presentations. The presentations can become the basis for the students' final research papers, but this is not mandatory.

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### **Workload**

- i) active participation in the seminar
- ii) one seminar presentation
- iii) a 4000-to-5000-word research paper

### **Evaluation**

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| Participation | 10% |
| Presentation  | 40% |
| Term Paper    | 50% |

### **Required Reading**

To be distributed by e-mail during the month of December 2009, along with a supplementary reading list (including a list of related Reserve materials).