

**Area Examination**  
**Canadian Literature**  
**Spring 2008**

**INSTRUCTIONS**

THIS EXAMINATION CONSISTS OF TWO PARTS:

Part A: Canadian literature and literary criticism

Part B: The candidate's specialized list

You will answer **two questions from Part A** and **one question from Part B**. All questions are of equal value.

In the examination as a whole, do not discuss the same writer extensively more than once.

The examination is four hours long.

**Part A: Answer two of the following questions using texts from the "A" list. In at least one of your answers, you must discuss a work published before 1920.**

1. Through what arguments have Canadian critics attempted to foster the development of a national literature? Refer to three critics from at least two different literary periods in your answer.
2. Discuss the politics of satire in Canada with reference to three writers from two different literary periods.
3. Define the pastoral and trace its use through three different periods in Canadian literature.
4. Outline the history of immigrant writing in Canada, using at least three different works from three different historical periods.
5. What roles have romance and realism played in Canadian literature? Your answer should refer to at least three texts from three different literary periods.

**Part B: Answer one of the following questions using texts from your "B" list.**

1. With reference to at least three texts, discuss the formal and thematic roles of storytelling in First Nations and Métis writing.
2. How have First Nations and Métis writers and educators engaged with the "founding societies" master narrative that permeates Canadian nationalist and political discourse?
3. Trace the development of portrayals of education and the classroom in First Nations and Métis literature in Canada over the past 35 years, using at least three texts.
4. Compare the representation of education in First Nations and Métis autobiography, fiction, and poetry, using a text from each genre in your answer. Does genre play a role in the representation of education?
5. With reference to three works of criticism or literature, explain the relevance of postcolonial approaches to the study of pedagogy and First Nations and Métis literature.