

**Carleton University  
Winter 2016  
Department of English**

**ENGL3960: Studies in Indigenous Literature**

*Prerequisite(s): third-year standing or permission of the department.*

**Time: Tues./Thurs.: 2:30-4:00**

**Location: *Please confirm location on Carleton Central***

**Instructor: Brenda Vellino**

**Email: [brenda\\_vellino@carleton.ca](mailto:brenda_vellino@carleton.ca)**

**Office: 1815 DT**

**Office Hours: Thurs. 4-5:30 or by appointment**

**Course Description:** Language Revitalization. Land claims. Indian Residential Schools. Truth and Reconciliation. Indigenous Women - Missing and Murdered. Idle No More. Cultural Resurgence. From coast to coast to coast, First Nations' storytellers, theatre artists, poets, and theorists (Mi'kmaq, Inuit, Cree, Ojibwe, Nipissing, Anishinaabe, Cherokee, Mohawk, Dogrib, Metis, Okanagan, Haisla) challenge cultural misperceptions, represent Indigenous social realities, and articulate Indigenous resurgence through reclaiming traditional knowledge, languages, and ceremonial practices, as well as innovating in new cultural forms that assert their living presence in our midst. This course will offer an encounter with a multiplicity of voices and forms from diverse First Nations representing a range of geographical locations and cultural traditions. Selected authors and performer/storytellers will include Basil Johnston, Alootuk Ipellie, Taqralik Partridge, Thomas King, Armand Ruffo, Eden Robinson, Jeanette Armstrong, Marilyn Dumont, Margo Kane, Kahente Horn-Miller, Tomson Highway, and Leanne Simpson. We will examine questions of Indigenous traditional knowledge, oral tradition, language, land, spirituality, family & kinship, gender, colonisation, decolonisation, Indigenous political and cultural agency, residential schools, the TRC and Indigenous concepts of reconciliation, redress, and renewed relationships with settler Canada. Experiential learning opportunities will be fostered to offer direct experience of Indigenous elders, guest speakers, and contact with Indigenous priorities on unceded Algonquin territory.



**"Loons Nesting" – Norval Morrisseau (Ojibway)**

**Required Texts:** available at Haven Books and on Reserve in the Carl. Library

- Daniel David Moses, Terry Goldie, and Armand Garnett Ruffo. *An Anthology of Canadian Native Literature*. **4<sup>th</sup> Edition**. Toronto: Oxford, 2013.
- Tomson Highway (Cree). *Kiss of the Fur Queen*. Anchor, 1999.
- Marilyn Dumont (Metis). *The Pemmican Eaters: Poems*. Toronto: ECW Press, 2015.
- Leanne Simpson (Ojibwe). *Islands of Decolonial Love: Stories and Songs*. Arp, 2013.

### **Assignments/Evaluation\*\***

- Participation, Attendance: 10%
- Best 4 out of 6 In-Class Writing Prompts: 10%
- Two Indigenous Cultural Response Papers (750-1000): 15% each = 30%
- Experiential Learning: Indigenous Walking Tour of Ottawa Response Paper (750-1000 words): 20%
- Alternative Final Exam Reflection Papers: TBA in final exam period: 30%

**\*\*Note: You Must Complete All Term Work to Pass this Course.**

### **Course Calendar**

#### **Week 1**

**Jan. 7:** Introducing Indigenous Realities and Priorities: Workshop by Mallory Whiteduck and Melissa Santoro Grey-Eyes Brant - from Ojigkwanong, the Centre for Aboriginal Culture and Education (CACE)

#### **Week 2**

**Jan 12:** The Oral Tradition:

- Basil Johnston (Ojibwe) – “Is That All There Is – Tribal Literature?” (Anthol.);
- “Traditional History of the [Iroquois] Confederacy” (Anthol.)
- Brian Maracle (Mohawk) - “The First Words” (Anthol.)

**Jan. 14:** The Oral Tradition continued

- Louis Bird (Swampy Cree): “Wihtigo, Or the Consequences of Not Listening” (Anthol.)
- Lorne Joseph Simon (Mi’kmaq): From *Stones and Switches* (Anthol.)
- Michael Arvaarluk Kusugak (Inuit) – “Kaugiagjuk” (Anthol.)

### Week 3

**Jan. 19:** Settler Colonialism, Language & Cultural Revitalization:

- Basil Johnston – “One Generation From Extinction” (Anthol.)
- Rita Joe (Mi’kmaq) – poems (Anthol.)
- Wayne Keon (Nippising) – poems (Anthol.)
- Armand Ruffo (Ojibwe) – “Sacred Bear from Vision” and “Indian Canoe” (Anthol.)
- Miss Christy Lee (Musqueam) – Hip Hop  
Artist: <http://www.vancourier.com/community/vancouver-special/musqueam/musqueam-halkomelem-hip-hop-video-1.639830>

**Jan. 21:** Guest Performance: Taqralik Partridge (Inuit Spoken Word Artist)

### Week 4

**Jan. 26:** Settler Colonialism and Residential Schools: Tomson Highway (Cree) – *Kiss of the Fur Queen*

**Jan. 28:** Oral Tradition, Weetigos & Tricksters: *Kiss of the Fur Queen*

**Cultural Event Response Paper 1 Due in class: 750-1000 words. May be in creative format.**

### Week 5

**Feb. 2:** *Kiss of the Fur Queen*: Guest lecture - Steve McLeod

**Feb. 4:** “With These Magic Weapons”: *Kiss of the Fur Queen*

- The 2006 Apology and The Canadian Truth and Reconciliation Commission

### Week 6

**Feb. 9:** Cultural Contact Zones and Collisions:

- Thomas King – “I’m Not the Indian You had in Mind”: <http://www.nsi-canada.ca/2012/03/im-not-the-indian-you-had-in-mind/>
- Thomas King: “The One About Coyote Going West” (Anthol.)

**Feb. 11:** Jeannette Armstrong (Okanagan)- “History Lesson” (Anthol.)

- Anne Harte (Anishnaabe) “Coyote Columbus Café” (Anthol.)
- Ipellie (Inuit) – “Walking Both Sides of an Invisible Border” (Anthol.)
- Marvin Francis (Cree) – “mcPemmican” (Anthol.)
- A Tribe Called Red – “Powwow Drum”: <https://soundcloud.com/a-tribe-called-red>

**Feb. 15 – 19: Winter Break Week**

## Week 7

### Feb. 23: Gender and Colonialism

- Marilyn Dumont (Cree/Metis) - "Squaw Poems"; Louise Halfe (Cree/Metis) - "The Heat of my Grandmothers"; Beth Cuthand (Cree) - "Post Oka Kind of Woman" (Anthol.)
- Katherena Vernetto (Metis) - ""all the pretty birds" - from *North End Love Songs* (2013) - Please find this poems through Cu-Learn under Ares and the library reserves system.

**Feb. 25:** Margo Kane (Salteaux/Cree) - "Moonlodge" (Oxford Anthol.)

**Sat. Feb. 27 - Carleton New Sun Conference featuring Katherena Vernetto:**  
**Cultural response assignment option. I will sponsor \$20 for each of the first 5 students who sign up for the New Sun conference. This will reduce the fee to \$25 for the first 5 students.**

## Week 8

### March 1: Indigenous Women - Missing and Murdered

- Rebecca Belmore: "Vigil" (Performance Art video): <http://www.rebeccabelmore.com/video/Vigil.html>
- Native Women's Association "Sisters in Spirit" Life Story Archive: "Red Star Woman/Amber Redman's Story": [http://www.nwac.ca/wp-content/uploads/2015/05/NWAC\\_Story\\_Telling\\_Amber\\_Redman.pdf](http://www.nwac.ca/wp-content/uploads/2015/05/NWAC_Story_Telling_Amber_Redman.pdf)
- Walking With our Sisters Memorial Moccasin Vamps Installation: <http://walkingwithoursisters.ca/>

**Response Paper 2 Due in Class (750-1000 words): May be in creative format.**

**March 3:** Guest Speaker: Dr. Kahente Horn-Miller (Mohawk), Professor of Indigenous Studies, Carleton: "Sky Woman" Performance

## Week 9

**March 8:** History, Family Heritage, & Metis Continuity: Marilyn Dumont (Metis) - *The Pemmican Eaters*

**March 10:** Marilyn Dumont - *The Pemmican Eaters*

## Week 10

**March 15:** Guest Speaker: Suzanne Kepttwo (Metis/Algonquin): Local Algonquin realities.

**March 17:** Eden Robinson (Haisla) - "Terminal Avenue" (Oxford Anthol.) - T.A. Guest lecture

## Week 11

**March 22:** Land: Ethics, Teachings, Rights

- Leanne Simpson (Ojibwe): “Land as Pedagogy” story and essay: pages 11-12. <http://decolonization.org/index.php/des/article/view/22170/17985>
- Connie Fife – “The Knowing” (poem) – (Anthol.)

**March 24:** Indigenous Walking Tour of Ottawa – with Jaime Koebel (Cree/Metis) & Waub Rice– meet at The Human Rights Monument downtown on Elgin St. – 2:30 p.m.

## Week 12

**March 29:** Indigenous Resurgence & Idle No More:

- Sonny Assu and Tannis Nielsen– Idle No More  
Art: [http://images.artistrunwebsite.com/gallery/img\\_221361359065911\\_large.jpg?1425002357](http://images.artistrunwebsite.com/gallery/img_221361359065911_large.jpg?1425002357)
- Taiaiake Alfred (Mohawk) – *From Peace, Power, Righteousness* (Anthol.)

**Idle No More Short Essays & Stories: from *The Winter We Danced* - Please find these on Cu-learn through Ares and library reserve.**

- “The Idle No More Manifesto” – Jessica Gordon (Cree/Salteaux) and the Founders of Idle No More (71-73)
- Wab Kinew (Ojibwe), “Idle No More Is Not Just an ‘Indian Thing’” (95-98)
- Neal McLeod (Cree) – “Nothing Will Ever Be the Same” (Poem) – (127-129)
- Niigaanwewidam James Sinclair (Anishnaabe) – “Dancing in a Mall” (Poem) – (148 – 150).
- Nina Wilson (Dakota), “Kisikew Iskwew, The Woman Spirit” (story) – (102-108)
- Rosanna Deerchild (Cree) – “His Feast: Her Broken Fast” (Poem) – (305-306)

**March 31:** Leanne Simpson: Indigenous Women & Direct Action: “Nogojiwanong” (pages 113-126)– from *Islands of Decolonial Love*

**Indigenous Walking Tour Response Paper Due (750-1000 words): May be in creative format.**

## Week 13

**April 5:** Decolonial Love:

- Leanne Simpson - “Love Song for Attawapiskat,” “indinawemaaganidog” (11-13; “Birds in a Cage” (49-52); “She Told Him 10,000 Years of Everything” (71-76) – from *Islands of Decolonial Love*
- Digging Roots – “Stay” <https://www.youtube.com/watch?v=wSiUndV5hHM>

**April 7:** Leanne Simpson: Resurgence through story and community: Gezhizhwazh (105-112); “Gwekaanimad” (pages 135-139) – from *Islands of Decolonial Love*

**Final Reflection Paper Due in Final Exam Period: Time and Room TBA: 1250 words.**

**Course Assignments**  
**Two Short Response Papers (3 pages):**

In order to broaden the scope of your experience with Indigenous cultural forms and realities, you will be invited to attend two cultural events of your choosing and write a response to them during the semester. These could include attending a musical event, attending a public lecture or reading, attending an art gallery exhibit, attending a play, attending a powwow or some other cultural event. Your response should offer personal reflections about what you learned or took away from this encounter backed up by specific examples. Alternatively, your response may also take the form of a creative written, visual, or musical response (poem, collage, drawing, painting, song etc.). For creative responses, please attach a paragraph explaining the connections between your piece and the cultural event you attended. All work should be typed, proofread, and edited.

**Indigenous Walking Tour of Ottawa Response Paper (3 – 4 pages)**

This response paper allows you to take stock of this experiential learning encounter with local Indigenous priorities and history on the Algonquin territory where Ottawa resides. Please write up journal notes on the day that you take the walking tour so that you do not forget the details. Take note of what you learned and how you experienced what you learned. What kinds of feelings did this learning bring up for you? What was the most important thing you learned? How might this learning affect future learning and awareness? As with your two other response papers, you can choose to write a 3-page response in prose form or take a creative approach.

**ENGL 3906: Alternative Final Exam**

What makes this exam scenario “alternative”? You will write a short take-home exam paper (1250 words) linking one or two important themes from among the Indigenous literary artists we have encountered this term. You will then prepare talking points on cue cards to bring on the exam date to share with your classmates. This should be seen as a culminating or capstone event in which members of the class meet together to offer some final reflections on what each is taking away from this course.

**What to bring:**

- **Your short paper to hand in.**
- **One page of summary notes/talking points that you would like to share with the class in a conversational manner.**



### Instructions:

- You can consider this assignment as a take home essay exam in which you write the question and prepare your answer based on what you are taking away from this course. This assignment asks you to create your own narrative of the course, by identifying one or two key patterns, themes, and connections between readings from the term that have stood out for you in the course readings, lectures, and discussions. You might also consider themes, issues or questions that the course lectures and discussion did not cover, but that you noticed in several of the authors on the course. Please note: these are just suggestions and your paper should not attempt to do all of them.
- Refer to at least **six different authors** for your **specific examples** representing **six different weeks** of the term to support your points. **The more specific you can be in a concise way, the stronger your paper will be.** You may pursue several different topics or themes using two or three texts for illustration of your points and then turn to a second cluster of texts to illustrate a second topic or theme. Or you may find a theme that connects all six of the texts that you wish to discuss.
- Your last page could offer your overall response to the course, including what worked, what didn't, what topics/themes you would like to see more or less of, and what you are taking away. **This is only a suggestion, not a requirement for the paper. You won't need to share this with the class.**
- As always if you consult a secondary source, including lecture notes and Google searched sources, you must indicate your sources in both parenthetical citation and works cited.
- Proofread your writing for spelling, grammar, punctuation, missing words, awkward sentences, typos etc.!! Writing and presentation counts.

### Course Policies

**Attendance and Participation:** Class works when you do. Active participation is essential. Your class participation grade is based on evidence that you have completed scheduled readings before class (**preparation**), your physical and mental **presence** in class, and **respectful engagement** with fellow students and the professor. Please **bring the daily reading to class** and come prepared to speak not just with me, but also your fellow students about issues arising from the readings. To engage actively with reading and class lectures/discussions, underline key passages in pencil and write notes in the margins of your books. Also, take notes on lectures/discussions and keep a record of the particular passages we discuss.

**Regarding Multiple Absences:** absences of **more than four per term** will negatively affect your participation grade. Life is unpredictable, so if you do have a difficulty of any kind, please keep me in the loop and let me know how I may be of help. Students sometimes make the mistake of not talking to professors when issues come up. **Students missing more than 50% of classes without documentation may not pass the course.**



**Late Assignment Policy:** Extensions must be arranged with me (for difficult circumstances only) in advance of the due date. Essays handed in late without prior arrangement will not receive any comments. Essays handed in more than one week late without prior notification may not be accepted.

**Handing in Assignments:** Assignments are due on the dates indicated. They may be handed in without a penalty until 8:30 a.m. the day after the due date via the English Dept.'s drop box (18<sup>th</sup> floor Dunton Tower). Do not slip any assignments under my door. Emailed assignments will not be accepted except in rare and unusual circumstances. Keep a back-up copy of every assignment you submit. If one of your assignments gets lost, it is your responsibility to submit another copy.

**Plagiarism:** Intellectual honesty is considered the ground rule of any university level course. Plagiarism is defined in the "Academic Regulations of the University: Instructional Offences" section of the *Carleton Undergraduate Calendar* as "using and passing off as one's own ideas the work of someone else without expressly giving credit to another." If you find yourself tempted to use someone else's work because of stress, anxiety about your ability, personal crisis, time crisis, or any other issues, I urge you to let me know about these circumstances, so that we can work together to create the space and means for you to do work of the highest integrity. **Please ensure that all sources (including biographical and internet) you use in any of your work are properly credited. Also note that sources are NOT required, but if you do Google it and use it, provide a proper Works Cited and use Parenthetical Citation.** If I suspect that an essay or portion of an essay has been plagiarized, I am required to submit the essay to the Associate Dean of the Faculty. The penalties for plagiarism are very severe, ranging from failure of the assignment, to failure in the course to expulsion from the university. For more information please go to: <http://www2.carleton.ca/studentaffairs/academic-integrity>

## ACADEMIC ACCOMMODATION

**For Students with Disabilities:** The Paul Menton Centre (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. See [www.carleton.ca/pmc](http://www.carleton.ca/pmc)

**For Religious Observance:** Students requesting academic accommodation on the basis of religious observance should contact their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

**For Pregnancy:** Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. The student should also meet with the instructor to discuss accommodations required.

## STUDENT SERVICES

**Writing Tutorial Service:** If you know your writing needs improvement, do consider free tutoring with this service. Contact <https://carleton.ca/sasc/writing-tutorial-service/appointments/>

**Carleton Health and Counselling Services** offers confidential consultations with medical doctors, lab testing, and emotional support for difficult times from Monday to Friday, 8:00- 4:00.

They are located in the Carleton Technology Building on the east side of campus. Check out their website at <https://carleton.ca/health/contact/>