

**Carleton University
Winter 2023
Department of English**

ENGL 3960A: *Studies in Indigenous Literature*

Prerequisites: third-year standing or permission of the department

Preclusions: none

Mondays and Wednesdays, 2:35-3:55 pm

Location: *Please confirm location on Carleton Central*

Format: In-person

Instructor: Dr S. Birkwood

E-mail: Susan.Birkwood@carleton.ca

Office: DT 1928

Phone: 613-520-2600 ext. 2302—*but e-mail is best*

Office Hours: TBA

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear/>).

Carleton University is located on the traditional and unceded territory of the Algonquin Nation.

Course Description: In the Preface to *Why Indigenous Literatures Matter*, Daniel Heath Justice highlights the many complex and intersecting influences that shape Indigenous stories:

Our literatures are just one more vital way that we have countered . . . forces of erasure and given shape to our own ways of being in the world. Our mindful stories, in all their forms and functions— and whether vocalized, embodied, or inscribed— honour the sacrifices of those who came before us and who made it possible for us to continue the struggle today as specific peoples in relation with the world. They help us bridge the gap of human imagination between one another, between other human communities, and between us and other-than-human beings. Fundamentally, they affirm Indigenous presence— and our *present*. That our nations do indeed have a vibrant present gives us hope that we'll have a future, too. (xix)

This course will focus on texts by Indigenous writers from the continent that is known as Turtle Island within Anishinaabe and Haudenosaunee communities—more specifically, from territories located across its northern half. We will engage with works of prose, poetry, drama, and film and in doing so consider matters related to Indigenous epistemologies and histories but also to

genre and the resistance to / subversion or revision of categories associated with European forms, traditions, and worldviews. As Leanne Betasamosake Simpson observes, “acts of resurgence are taking place as they always have, on both individual and collective scales on Indigenous lands irrespective of whether those lands are urban, rural, or reserve” (*As We Have Always Done* 102).

Instructor Positionality Statement

- Prepared according to guidelines provided by [The Centre for Indigenous Support and Community Engagement](#)

I am not Indigenous; rather, I am of largely British ancestry. I have an important responsibility to acknowledge the grounds on which we are privileged to gather in the pursuit of higher education. Carleton University acknowledges the location of its campus upon the traditional, unceded territory of the Algonquin Nation. Additionally, I acknowledge that due to my positionality, I will try my best to share knowledge through appropriate means when possible (e.g., by incorporating Carleton University’s Collaborative Indigenous Learning Bundles within the course, referring to works by Indigenous academics and knowledge keepers, including videos from grassroots voices, and providing opportunities to hear guest speakers). If you have any course-related questions related to this positionality statement, please feel free to contact me.

General Learning Objectives

Through this course, students will develop their ability to do the following:

- Recognize alternate Indigenous mappings of the part of the continent known as Canada and some of the land-language relationships specific to these geographies
- Recognize the specific status and function of Indigenous storytelling as a place-based practice of articulating and reinforcing relationships and responsibilities
- Read literary texts in terms of both their formal features and their signification within historical, political, legal, literary, and cultural contexts (including Indigenous epistemologies)
- Analyse cultural interaction and literary relations in the context of settler-colonialism
- Discern and discuss literary encodings of ideology, strategies of resistance, complexity and ambiguity in signification, and ethical issues in interpretation

Required Texts

- Available through [Haven Books](#) (43 Seneca St, Ottawa)

Waubgeshig Rice, *Moon of the Crusted Snow* (ECW)

Drew Hayden Taylor, *Only Drunks and Children Tell the Truth* (Talon Books)

Karen McBride, *Crow Winter* (HarperCollins)

Leanne Betasamosake Simpson, *Noopiming* (House of Anansi)

- ❖ Plus readings available in the ARES collection for this course. (Go to the “Tools” drop-down menu in Brightspace to find ARES Reserves.)

Evaluation

cuPortfolio	30%
Relationality & Close Reading (10%)	
CUAG Response (10%)	
<i>Noopiming</i> Response & Reflection (10%)	
Short close-reading analysis (essay format)	10%
Essay with scaffolded research component	25%
Engagement and peer support	10%
Final range exam (online)	25%

Please note:

- ❖ “Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.” (FASS Teaching Regulations)

Opportunity for bonus marks beyond the indicated term work:

Receive one 2% addition to your **final grade** for attending an event or taking in a film or exhibition that has relevance to the course and which you might not otherwise experience.

- *This is meant to be separate from your work for your various courses*
- *Check in with me if you have any questions about the eligibility of an event*
- **To receive the credit, you must provide some proof of attendance (e.g., photo) and submit a 250-word review of the event / exhibition / film**

The following are examples of events / exhibitions / films:

- The English Department’s annual [Munro Beattie lecture](#). Waubgeshig Rice will be the speaker on 28 January 2023
- A screening organised by the [Asinabka Film Festival](#)—e.g., The annual “Snow Screen” takes place in February
- Relevant exhibition or event at an Ottawa gallery—e.g., [National Gallery of Canada](#), [Ottawa Art Gallery](#)
- Relevant live theatre event—e.g., at the [GCTC](#) or [NAC](#)
- Recent works by Indigenous filmmakers—e.g., *Night Raiders*, dir. Danis Goulet (MacOdrum database: Criterion-on-Demand; Crave); *Slash / Back*, dir. Nyla Innuksuk (MacOdrum database: Criterion-on-Demand; Crave), *Blood Quantum*, dir. Jeff Barnaby

(Blood Quantum *is a zombie film and quite gory.* MacOdrum database: Criterion-on-Demand; Crave)

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (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 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, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for

accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Assignments: General Expectations and Policies

ENGL 3960 offers opportunities for students to hone their writing and research skills.

- **Clear and effective writing** depends in part on the clarity of grammatical construction and appropriate punctuation, along with effective diction; therefore, grammar and mechanics (e.g., spelling, punctuation) do factor into the evaluation of written work. (See Brightspace for writing resources.)
- **Strong argumentation** requires the support of sufficient specific, documented textual analysis that illustrates **close reading** of the literary text(s) in question
- **Research findings** can add strength and depth to your analysis but only if they are integrated smoothly into your prose, as well as your argument.
- **All sources** must be **properly documented**, both within the body of the assignment AND in the Works Cited

University policies related to **academic integrity** (e.g., plagiarism) apply to ALL term work. (See the section in this outline on Academic Integrity.) Any and all sources must be acknowledged and cited according to MLA format, regardless of whether they are paraphrased or quoted.

Deadlines, Grace Days, and Extensions

For **term work only** (not the exam), you may make use of **5 grace days** for the term (5 total). The grace days provide a little extra time, should you need it. It is up to you how you apply them. For instance, you might use one grace day when completing the essay and save four for the CUAG response.

- After the grace days are exhausted, the late penalty for term assignments will be 2% / day. (I may not be able to provide detailed feedback on late assignments.)
- In the case of illness or other significant unforeseen circumstances, please get in touch with me as soon as possible so that we can consider an appropriate accommodation.

Please note that I am the instructor for three courses this term, so the time it takes me to mark a set of assignments may vary. I will give you progress updates.

Academic Integrity

The following is [University Senate's definition of plagiarism](#):

Plagiarism is presenting, whether intentionally or not, the ideas, expression of ideas, or work of others [or of AI generators] as one's own.

Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from

which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to [the following]:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

As noted in the FASS regulations and procedures, “Plagiarism is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course.”

For further explanation of the university’s approach to academic integrity matters, please see the information prepared by the Registrar’s Office: <https://carleton.ca/registrar/academic-integrity/>

- You are expected to know the policies and procedures regarding plagiarism for the faculty and the university.
- **Unacceptable paraphrasing (see Brightspace for examples) does count as a form of plagiarism. Be particularly careful in your use and documentation of internet sources. I shall report cases of unacknowledged use of sources to the Chair of the English Department.**
- *All assignments, including cuPortfolio reflections, must include a Works Cited if any sources are consulted, quoted, or paraphrased*
- **Do not submit assignments for this course that you prepared for another course.** If there is a compelling reason to include sections from an assignment previously or otherwise completed for another course, then treat that assignment as a source and document its use—and check in with your instructor

Engagement and Peer Support: This portion of the final grade acknowledges the many ways to engage with course materials and discussions—and the consequent enrichment of the learning

experience for everyone, including me. Preparation for class, contributions to discussion in class (and possibly through Brightspace), and collaboration with classmates in class are all types of engagement.

Note on e-mail communications: I will check e-mail daily during the week. If you send a message on Friday evening, please be aware that I may not reply to it until Monday morning.

- University policy prohibits me from sending information about grades over e-mail if the request comes from any non-Carleton e-mail address.

General Note on Intellectual Property

The MacOdrum Library has provided the following information regarding materials created by course instructors:

All slides, presentations, handouts, tests, exams, and other course materials created by the instructor in this course are the intellectual property of the instructor. A student who publicly posts or sells an instructor's work, without the instructor's express consent, may be charged with misconduct under Carleton's Academic Integrity Policy and/or Code of Conduct, and may also face adverse legal consequences for infringement of intellectual property rights.

- If you have questions about fair dealing and your other rights to use works for educational purposes, please contact copyright@carleton.ca

Schedule (subject to change if necessary)

Date	Monday	Wednesday
Jan. 9, 11	Introductions To be viewed / reviewed before Wednesday's class: Collaborative Indigenous Learning Bundles: Indigenous-Canada Relations Indigenous Environmental Relations (See Brightspace)	—Discussion of CIL Bundles Leanne Betasamosake Simpson, "Land as Pedagogy," <i>As We Have Always Done</i> (link to the e-book is in ARES) Daniel Heath Justice, pp. 71-77 of "How Do We Behave as Good Relatives?" <i>Why Indigenous Literatures Matter</i> (link to the e-book is in ARES)
Jan. 16, 18	Waubgeshig Rice, <i>Moon of the Crusted Snow</i>	Waubgeshig Rice, <i>Moon of the Crusted Snow</i>
Jan. 23, 25	Stacy Malloch will visit the class to answer questions about cuPortfolio Waubgeshig Rice, <i>Moon of the Crusted Snow</i>	Waubgeshig Rice, <i>Moon of the Crusted Snow</i> Waubgeshig Rice gives the Munro Beattie talk January 28! <i>cuPortfolio (Relationality & Close Reading) due Jan. 29</i>

Jan. 30, Feb. 1	Chelsea Vowel, Chap. 4: "You're Métis?" (<i>Indigenous Writes</i>) Marilyn Dumont, "Letter to Sir John A. MacDonald" (ARES)	Excerpt from Maria Campbell's <i>Halfbreed</i> : Introduction & Chapter 1 Maria Campbell, "Joseph's Justice" (<i>Stories of the Road Allowance People—see ARES</i>)
Feb. 6, 8	Gregory Scofield, "The Sewing Circle" (<i>Louis: The Heretic Poems</i>) Katherena Vermette, "bury me at Batoche" (<i>River Woman</i>) See ARES	Chelsea Vowel, Chap. 21: "Our Stolen Generations" (<i>Indigenous Writes—see ARES</i>) Drew Hayden Taylor, <i>Only Drunks and Children Tell the Truth</i>
Feb. 13, 15	Drew Hayden Taylor, <i>Only Drunks and Children Tell the Truth</i>	Drew Hayden Taylor, <i>Only Drunks and Children Tell the Truth</i> Short analysis due Feb. 17
Feb. 20-24	WINTER READING WEEK	NO CLASSES
Feb. 27, Mar. 1	Karen McBride, <i>Crow Winter</i>	Karen McBride, <i>Crow Winter</i>
Mar. 6, 8	Karen McBride, <i>Crow Winter</i>	Karen McBride, <i>Crow Winter</i> Essay due Mar. 12
Mar. 13,15	CUAG: Anishinaabe Art and Sovereignty with Dani Printup • Via Zoom	—Discussion of the CUAG presentation Scofield, "Âyahkwêw's Lodge" (<i>Native Canadiana: Songs from the Urban Rez</i> , 1996) Excerpts from Daniel Heath Justice, "How Do We Behave as Good Relatives?" <i>Why Indigenous Literatures Matter</i> and Joshua Whitehead, "Writing as Rupture" (<i>Making Love with the Land</i> , 2022)
Mar. 20, 22	Leanne Betasamosake Simpson, <i>Noopiming</i>	Leanne Betasamosake Simpson, <i>Noopiming</i> cuPortfolio: CUAG Response due Mar. 26
Mar. 27, 29	Leanne Betasamosake Simpson, <i>Noopiming: The Cure for White Ladies</i>	Leanne Betasamosake Simpson, <i>Noopiming</i>
Apr. 3, 5	<i>Run Woman Run</i> , dir. Zoe Hopkins (Film selection subject to change, depending on availability)	<i>Run Woman Run</i> cuPortfolio: Noopiming Response / Reflection due Apr. 9

Apr. 10	Wrap up as necessary	
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Final Examination Period: April 15-27, 2023

- Exam Schedule: <http://carleton.ca/ses/exam-schedule/>
- The Academic Year: <http://calendar.carleton.ca/academicyear/>

Faculty Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>
- Ojigkwanong Indigenous Student Centre: <https://carleton.ca/indigenous/cisce/students/ojigkwanong-indigenous-student-centre/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.