

**Carleton University
Fall 2022-Winter 2023
Department of English**

ENGL 2802B: Indigenous and Canadian Literatures
Prerequisites: Second-year standing or permission of the department

Time: Tuesday, Thursday, 1:05-2:25
Location: Canal Building 3101 (fall), Canal Building 2104 (winter)
Please confirm location on Carleton Central

Format: In-person
Instructor: Dr. Sara Jamieson
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Office Hours: by appointment

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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/>).

Course Description and Learning Objectives/Outcomes:

This course introduces students to a variety of texts produced in or about the part of Turtle Island known as Canada by peoples with radically different perspectives on that place, its histories, and meanings. By developing a familiarity with examples of traditional stories, exploration narratives, life writing, poetry, songs, short stories, critical essays, plays, novels (including a graphic novel), visual art, and film, students will learn to recognize and interpret the different ways in which cultural producers from both Indigenous and Settler cultures use language and stories to construct identities and relationships to land and place. Students will learn to respond to how the texts on the course invite a critical engagement with ideas and images often identified as typically or distinctively “Canadian”: examples include the idea of Canada as a “Northern” nation; Canada and Canadians as peacekeeping, polite, and multicultural; the canoe, the cottage, maple sugar, and the game of hockey. The course will encourage students to be attentive to how the texts they read may reinforce and/or subvert certain received meanings of these ideas and images, and to recognize the systems of inclusion, exclusion, appropriation, and critique through which generations of authors and artists have represented this place and its peoples.

Classes will consist of lectures and discussion. Lectures will provide historical and cultural context for the readings and will help students to develop their skills in close analysis, research, and essay writing.

Please note that English 2802 is a writing attentive course. In English 2802, “writing attentive” means the following:

- o Students will write at least one examination or culminating reflective assignment
 - o Students will complete a number of writing assignments (including at least one formal essay) in which they are expected to do the following:
 - i. develop an argument across each piece of writing
 - ii. develop complex and persuasive arguments using persuasive, clear and grammatically correct English
 - iii. develop literary reading skills through close analysis of poetry and/or prose passages
 - iv. use and cite evidence from primary texts appropriately, using the MLA documentation style
 - v. develop secondary research and citation skills
- A portion of class time will be devoted to developing and improving research and writing skills, including essay-writing skills.

Reading List:

(texts available at Haven Books, 43 Seneca St., [613] 730-9888)

Required Texts:*

Novels, Plays, Graphic Novel:

Richard Wagamese, *Indian Horse*

Shelia Watson, *The Double Hook*

David Chariandy, *Soucouyant*

Djanet Sears, *The Adventures of a Black Girl in Search of God*

Tomson Highway, *The Rez Sisters*

Mariko Tamaki and Jillian Tamaki, *This One Summer*

Joy Kogawa, *Obasan*

Additional readings will be made available through ARES on the library website. To access ARES readings, go to the ENGL 2802B Fall 2022 Brightspace course and select “ARES Reserves” from the drop-down menu under “Tools.”

*Some of these readings deal with subject matter that some readers may find distressing (i.e. domestic violence, child sexual abuse, suicide). If this is of concern to you, please do not hesitate to let me know.

Assignments, Evaluation, Due Dates:

Fall Term:

CILB Writing Assignment: 10% due Thursday, Oct. 6

Close Reading Assignment: 20% due Tuesday, Nov. 29

Attendance, Engagement, and Class Contribution: 5%

Winter Term:

Critical Article Summary: 20% due Tuesday, Feb. 7

Research Essay: 25% due Tuesday, April 4

Attendance, Engagement, and Class Contribution: 5%

Final Exam: 15% (scheduled exam period)

Note on Final Grades: 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.

Assignment Guidelines:

Fall Term:

CILB Writing Assignment (1000-1200 words 12 pt. font, double spaced):

For this assignment, you will be provided with a prompt that asks you to make connections between the material covered from the Collaborative Indigenous Learning Bundle 1: “The First Peoples, A Brief Overview” (available on Brightspace) and one of the works on the course reading list. Prompts will be posted in the “Assignments Fall 2022” module on Brightspace. Evaluation will be based on effective use of topic sentences, coherent paragraphs, correct punctuation and grammar, and quality of observations. MLA format must be used.

Close Reading Assignment (1200-1500 words, 12 pt. font, double spaced):

This will be an analysis of a passage from one of the texts we have studied, chosen from a selection that I will provide and post in the “Assignments Fall 2022” module in Brightspace. In addition to the customary requirements of effective paragraphing and correct punctuation and grammar, evaluation will be based on attention to the details of the passage (i.e. the author’s language and technique) and the formulation of a coherent argument about how these details contribute to the overall meaning. MLA format must be used.

Winter Term:

Critical Article Summary: (1500-2000 words, 12 pt. font, double spaced): This assignment requires you to read and summarize a piece of literary criticism written about one of the works on the course reading list. I will provide a selection of critical articles for you to choose from and post them in the “Assignments Winter 2022” module in Brightspace. In addition to the customary requirements of correct syntax and punctuation and effective paragraphing, evaluation will be based on your identification of the article’s thesis and your summary of the development of the critic’s argument, your description of the critic’s approach to the primary text, and your assessment of the article’s strengths and weaknesses. MLA format must be used.

Research Essay: approx. 2400 words (12 pt. font, double spaced): This assignment requires you to submit a research essay six to eight pages in length. Topics will be posted in Brightspace well in advance of the due date. The essay should have a thesis statement and develop an argument in response to the topic, supported by secondary sources and by examples from the primary text. Overall the essay, should synthesize the skills in close reading and engagement with secondary source materials that you have worked to develop in other assignments. Correct syntax and punctuation, effective paragraphing, and use of MLA format are required.

Attendance, Engagement, and Class Contribution: This portion of the grade will be based on your attendance record, evidence of having completed the assigned readings, evidence of active listening, and **appropriate** participation in class discussions. Perfect attendance alone does not guarantee a perfect grade (5/5 per term). **Students who attend classes regularly stand a far better chance of doing well in the course than those who do not. This is in part because the final exam will test you not only on the assigned texts but on ideas that have come up in class discussion.**

If you miss a class, it is your responsibility to find out what went on in your absence and catch up.

Final Exam: This two-hour exam will be scheduled by the registrar during the official exam period in April. It will cover material from the whole year. You will be given topics in advance and asked to write a response to one of them. You may bring your texts and one sheet of notes to the exam with you. It is your responsibility to consult the exam schedule and ensure that you will be in town for the exam.

Expectations and Regulations:

Classroom courtesy: The classroom should be a safe and respectful environment for all of us. Phones and laptops are to be used for reading course materials and/or note-taking only. Please refrain from checking social media or randomly surfing the web during class.

This is discourteous to the instructor and distracting for your fellow students.

Please stay for the duration of the class; if you must leave early, I would appreciate it if you would let me know beforehand.

For every class, you are expected to arrive having read the assigned readings (including novels), and to bring them with you. As you read, note the elements you find interesting. Think about connections to other texts or to issues we have been discussing in class. Bring questions. Slow and attentive reading will improve your ability to participate in class and your ability to retain information when it comes to the exams.

Submission of Assignments:

Students may submit print copies of assignments to class on the due date or submit them to Brightspace on the due date.

Late Penalty: The late penalty is 2% per day late, including weekends. Papers more than two weeks late will not be accepted without appropriate documentation (i.e. doctor's note). Late assignments may be returned to you without comments/feedback. **If you are struggling to complete an assignment on time, please do not hesitate to speak to me about it and we can discuss arranging an extension.**

Grace Period: For certain assignments, there will be a grace period of seven days during which there will be no lateness penalty. **This applies only to the Close Reading Assignment and the Final Research Essay.** Think of this as a no-questions-asked extension. How you use this grace period is up to you; you can use all seven days on one assignment, or use three for one and four for the other, etc. Please make a note on your assignment of how many days you have used.

Return of Assignments:

Every effort will be made to return graded work within three weeks of the date you submitted it.

Bonus Marks:

During the year, you will have the opportunity to earn bonus marks for attending literary events outside class time. Please provide proof of attendance (a ticket stub, a selfie, a screenshot etc.) and one mark will be added to your final grade for the course. These events include:

The Ottawa International Writers Festival: Dates and format TBA. (attend ONE Writers Festival event to earn one mark) See <https://writersfestival.org> for details. You can attend any event that interests you (it does not have to feature an Indigenous or Canadian author).

Most Writers Festival events are FREE for Carleton students.

Versefest: A World of Poetry in Ottawa. Dates TBA. Attend ONE Versefest event and ONE mark will be added to your grade. As with the Writers Festival, the event you attend does not have to feature an Indigenous or Canadian poet. See <https://www.verseottawa.ca/versefest>.

Versefest events are FREE for Carleton students.

Munro Beattie Lecture:

This year's Munro Beattie speaker is Waubgeshig Rice (Anishinaabe), a writer and journalist originally from Wasauksing First Nation (near Parry Sound, ON).

The FREE public lecture will take place in Saturday, January 28 at 7pm at the Carleton Dominion Chalmers Centre.

Fall Term Reading Schedule

Week One: Thursday Sept. 8

Welcome and Introduction

Week Two: First Peoples, First Words

Tuesday Sept. 13: I am Canadian / I am Indigenous

Collaborative Indigenous Learning Bundle 1: "The First Peoples: A Brief Overview" (Accessible in Brightspace. We will focus on the first two sections: "Indigenous World Views" and "Important Terms")

Molson Canada, "I Am Canadian" (text in ARES; video posted in Brightspace)

Art Napoleon, "My Name is Joe and I Am Indigenous" (video posted in Brightspace)

Thursday Sept. 15:

Brian Maracle, "The First Words" (ARES)

Week Three: Traditional and Contemporary Storytelling

Tuesday Sept. 20:

Thomas King, "Borders" (ARES)

Thursday Sept. 22:

Alootook Ipellie, "Summit with Sedna, Mother of Sea Beasts" (ARES)

Writing Attentive Session: Topic Sentences and Paragraphs

Week Four: Exploration Narrative: European/Indigenous Contact

Tuesday, Sept. 27:

John Franklin, excerpt from *Narrative of a Journey to the Shores of the Polar Sea 1819-1822* (ARES)

Thursday, Sept. 29:

John Franklin, continued

Writing Attentive Workshop: Topic sentences/paragraphing

Week Five: John Franklin and Canadian Culture; Stories of Migration

Tuesday, Oct. 4:

Margaret Atwood, “The Age of Lead” (ARES)

Stan Rogers, “Northwest Passage” (ARES)

Thursday, October 6: (CILB Writing Assignment due)

On-Campus Field-Trip to Carleton University Art Gallery

Laura Taler, “Three Songs” (a video installation)

Week Six: Migration and Memory

Tuesday, Oct. 11:

David Chariandy, *Soucouyant*

Thursday, Oct. 13:

Soucouyant, continued

Week Seven: Migration and Memory continued

Tuesday, Oct. 18:

excerpt from *The Canadian Multiculturalism Act*, 1988 (ARES)

Soucouyant

Thursday, Oct. 20:

Soucouyant, continued

Writing Attentive Session: Close Reading (Prose)

☺**Fall Break**☺ (no classes)

Week Eight: 19th-Century Migrations

Tuesday, November 1:

Susanna Moodie, selections from *Roughing It in the Bush* (ARES)

Thursday, Nov. 3:

Susanna Moodie, selections from *Roughing It in the Bush*, continued

Writing Attentive Session: Close Reading (Prose)

Week Nine:

Tuesday, Nov. 8: More 19th-Century Migrations

Catherine Parr Traill, selections from *The Backwoods of Canada* (Course Pack)

Thursday, Nov. 10:

Mary Ann Shadd, from *A Plea for Emigration* (ARES)

Week Ten: Vanishing Race Theory**Tuesday, Nov. 15:**

Collaborative Indigenous Learning Bundle 2: “Decolonization is for Everyone: Identity Formation in the Canadian Context” (we will focus on section 3, “An Indigenous Perspective on Identity Formation”)

Duncan Campbell Scott, “The Onondaga Madonna” (ARES)

Thursday, Nov. 17:**E. Pauline Johnson**

“The Corn Husker” (Course Pack)

Writing Attentive Session: Close Reading (Poetry)

Week Eleven: Paddling, Poetry, and Settler Indigenization**Tuesday, Nov. 22:**

Collaborative Indigenous Learning Bundle 2: “Decolonization is for Everyone: Identity Formation in the Canadian Context” (Section 2, “Cultural Appropriation”)

Isabella Valancy Crawford, “The Camp of Souls” (ARES)

Thursday, Nov. 24:

E. Pauline Johnson, “The Song My Paddle Sings” (ARES)

Archibald Lampman, “Morning on the Lièvre” (ARES)

Week Twelve: Settler Gothic**Tuesday, Nov. 29: (Close Reading Assignment due)**

Sheila Watson, *The Double Hook*

Thursday, Dec. 1: Settler Gothic continued

The Double Hook, continued

Week Thirteen:**Tuesday, Dec. 6:**

Sheila Watson, *The Double Hook*

Thursday, Dec. 8: wrap-up**Winter Term Reading Schedule****Week One: Literature and the Legacy of the Indian Residential School System****Tuesday, January 10:**

Excerpts from *The Indian Act* 1876, 1927 (ARES)

Richard Wagamese, *Indian Horse*

Thursday, January 12:

Richard Wagamese, *Indian Horse*

Writing Attentive Session: Thesis Statements

Week Two: Hockey and Indigeneity**Tuesday, January 17:***Indian Horse* (continued)**Thursday, January 19: Reading a Critical Article (Critically)**

Waubgeshig Rice, "The Paradox of Being a Leafs Fan" (ARES)

Other reading TBA

Writing Attentive Session: Finding Secondary Sources**Week Three: Picturing "Cottage Country"****Tuesday, January 24:***This One Summer***Writing Attentive Session: Close Reading (Graphic Novel)****Thursday, January 26:***This One Summer***Week Four: Picturing "Cottage Country"****Tuesday, January 31:***This One Summer***Thursday, February 2: Legacies of the Japanese-Canadian Internment**Joy Kogawa, *Obasan***Writing Attentive Session: Semi-Colons****Week Five: Literature, Racism, Multiculturalism **Critical Article Summary Due******Tuesday, February 7:***Obasan*, continued**Thursday, February 9:***Obasan*, continued**Writing Attentive Session: Sentence Fragments and Comma Splice Errors****Week Six: Place, Heritage, Tourism: Atlantic-Canadian Writing****Tuesday, February 14:**

Michael Crummey, "Bread," "What's Lost," "Newfoundland Sealing Disaster" (ARES)

Tuesday, February 16:

Alistair MacLeod, "The Boat" (ARES)

Writing Attentive Session: Integrating Quoted Material**☺Reading Week☺ (no classes)****Week Seven: Black Canadian History: Land, Place, Community**

Tuesday, February 28:

Djanet Sears, *The Adventures of a Black Girl in Search of God*

Thursday, March 2:

The Adventures of a Black Girl in Search of God

Writing Attentive Session: MLA Format for Works Cited

Week Eight: Black Canadian History continued**Tuesday, March 7:**

The Adventures of a Black Girl in Search of God

Thursday, March 9: Unsettling the Family I

Madeleine Thien, "Simple Recipes" (ARES)

Writing Attentive Session: Thesis Statement Review

Week Nine: Hitting the Road with Tomson Highway**Tuesday, March 14:**

Tomson Highway, *The Rez Sisters*

Thursday, March 16:

The Rez Sisters

Writing Attentive Workshop: Thesis Statements

Week Ten: Bingo!**Tuesday, March 21:**

The Rez Sisters

Thursday, March 23: Unsettling the Family II

Eden Robinson, "Dogs in Winter" (ARES)

Writing Attentive Workshop: Thesis Statements

Week Eleven:**Tuesday, March 28:**

Writing Attentive Extravaganza!

Thursday, March 30: Apocalyptic Visions

P.K. Page, "Unless the Eye Catch Fire" (ARES)

Week Twelve: The End**Tuesday, April 4: Research Essay Due**

Don McKellar, dir., *Last Night*

Thursday, April 6:

Last Night

Week Thirteen:

Tuesday, April 11: Wrap-up

PLAGIARISM

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It 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 failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

Learning support: For workshops on academic reading, writing, note-taking, proofreading, exam preparation and other topics see <https://carleton.ca/csas/learning-support-workshops/>

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/>

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>

Information 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 must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused its mandatory mask mandate as of June 25, 2022. Even though masks will no longer be mandatory, **we continue to strongly recommend masking when indoors**, particularly if physical distancing cannot be maintained. For more information please visit <https://carleton.ca/covid19/policies-and-protocols/mask-policy/>.

Vaccines: While proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, 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.

Requests for 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 obligation

Please contact your instructor 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 found here: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation

Please contact your instructor 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: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

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 your instructor 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 your instructor to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam period (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 its 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 must be provided to students who compete or perform at the national or international level. Please contact your instructor 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>