

Carleton University
Fall 2021
Department of English
ENGL 2920 Migration and Decolonization I
Prerequisite(s): Second-year standing or permission of the department.
Thursday: 11:35-2:25
Format: Online and Synchronous
Instructor: Franny Nudelman
Email: franny.nudelman@carleton.ca
Office Hours: Weds. 1-2 and by appointment

In this course, we will study the practice of walking as it pertains to the history of migration and decolonization in North America. The trails, roads, and highways on which we walk offer traces of lived histories of displacement; narratives of walking document and recall the conditions of chattel slavery, forced removal, migrant labor, and residential schooling. If walking is a sign of vulnerability, however, it is also vital to the practice of resistance and the cultivation of alternative forms of knowledge and knowledge-making: these same roads serve as sites of protest, where people march together, and as pathways to reeducation. At key moments, we will pause to consider the make-shift classrooms of freedom and survival schools where people in transit have recollected shared histories and built common futures. As public spaces, the road and the schoolhouse are intimately connected: narratives of walking are often also stories of radical learning and it is in the classroom that the communities essential to social transformation are forged. Throughout, we will consider how the past and the stories we tell about the past—in poetry and image, monument and song—shape the spaces, and the movement within them, that we participate in daily.

In this course, I hope you will learn how to interpret and interrelate a variety of texts in different media; think deeply about the relationship between culture and history and, in particular, the relationship between decolonization and education; develop interesting and original ideas that evolve over the course of the semester; express yourself in clear and concise prose; generate questions and ideas collectively through discussion. I have designed this course to counteract the isolation that some of us have experienced during the pandemic and look forward to finding ways that we can work together and learn from one another.

The format of this class will be synchronous, and we will meet each week on Zoom. **Please note that in order to take this course you will need to be available to meet during the scheduled time.**

Books

Teju Cole, *Open City* (2011)

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (1845)

Armand Ruffo, *Treaty #* (2019)

Books for the course will be available from *Haven Books*. Other materials for the course (film, videos, readings, images) will be available on ARES and/or Brightspace.

Class Format

On Thursday, September 9, we will meet to discuss the course and go over assignments and policies. At this first meeting, you will each be assigned to one of two discussion groups. Each week we will meet together for one hour for lecture and discussion (11:30-12:30) and then each discussion group will meet for another hour, alternating hours each week. (So, if Group 1 meets one week from 12:30-1:30 it will meet the next week from 1:30-2:30.) Some weeks I will post an audio lecture in advance of class, and this will allow us to devote more time to discussion. Attendance in class is mandatory and you will be expected to have done the reading before our Thursday meeting.

Class Participation

Attendance in class and participation in discussion will form an important part of your final grade for the course. I will ask you to keep your cameras on and to speak in class. If it is for any reason difficult for you to participate in class discussion, please get in touch with me early in the semester and we can work together to find a good alternative.

Assignments

Portfolio

Your assignments for the course will be submitted on CU Portfolio. If you should have any difficulties using the portfolio, please contact Stacy Malloch at cuportfolio@carleton.ca.

Journal

Each week you will make a single entry in your journal that records your responses to our reading, viewing, and listening; reflects on key ideas generated by my lectures; records your developing ideas. I ask that you write at least part of the entry before our class meeting. Some students like to finish their entries after class in order to incorporate class discussions. Whether you write once (before class) or twice (before and after class) is up to you and can vary from week to week.

The sky is the limit in terms of approach: your journal may include still and moving images, recorded sound, and found materials. It may combine analytical, autobiographical, and creative writing. It may comment on contemporary events. I will often give you questions and prompts for a given week's entry that you may use if you want to. I will read your journal and give feedback on it at least once during the semester and again at the end of the term.

Walking Design and Reflection

You will design, revise, and annotate a walk, submitting two assignments that describe your walk and relate it to our work in the class. This may be a walk that you take—possibly more than once—or one that remains hypothetical. It may be a walk for you alone or one that is designed for a group of people. The assignment itself may take various forms: essay, map, podcast, playlist—or some combination of these. Your initial design will be due on Friday, October 22. At the end of the semester, you will submit an expanded and revised design that

incorporates feedback on the first. We will discuss this assignment at length and in detail throughout the semester.

Self-Evaluation

I will ask you to write two self-evaluations—one at the beginning and one at the end of the term. These will be included in your portfolio. In the first, you will describe your objectives for the term, identify the grade that you would like to receive, and explain what you plan to do in order to achieve it. Together we will work toward this goal. At the end of the semester, you will reflect on what you have learned and what grade you feel you have earned.

Grading and Evaluation

My final determination of your grade will be based on these four things: 1) did you do the reading/viewing regularly and on time? 2) did you attend and participate in weekly discussions? 3) did your journal and final assignment demonstrate engagement, polish, creativity, and independent thought? 4) did you meet the goals you established for yourself at the beginning of the semester?

With these questions in mind, your grade will be roughly divided between class participation and your writing for the course (journal and walking design/reflection).

UNIVERSITY POLICIES

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/>

Dean’s Statement on Grades and Standing

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.

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: 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](#).

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>

Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs

Schedule

SEPTEMBER

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Introduction

Rebecca Solnit, "Tracing a Headland" (on ARES)

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Teju Cole, *Open City* through Chapter 11

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Finish *Open City*

Recommended

Walk to Royal Canadian Navy Monument

<https://www.canada.ca/en/canadian-heritage/services/art-monuments/monuments/royal-canadian-navy.html>

“Royal Canadian Navy Monument - Decoding ART - Heritage Monuments”

<https://www.youtube.com/watch?v=czNKBpDYBIY>

“Statement by the Prime Minister of Canada on the Occasion of the Unveiling of The Royal Canadian Navy Monument” <https://www.canada.ca/en/news/archive/2012/05/statement-prime-minister-canada-occasion-unveiling-royal-canadian-navy-monument.html>

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Walt Whitman, “Song of the Open Road” (1856)

John Gast, “American Progress” (1872)

Woody Guthrie, “This Land Is Your Land” (1940)

<https://www.youtube.com/watch?v=wxiMrvDbq3s>

Robert Lindneux, “Trail of Tears” (1942)

National Park Service, “Trail of Tears” <https://www.nps.gov/trte/index.htm>

Roxanne Dunbar-Ortiz, “Introduction: This Land,” from *An Indigenous People’s History of the United States* (2014)

Recommended

Timeline of United States Settler Colonialism

<https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>

OCTOBER

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Armand Ruffo, selected poems from *Treaty #* (2019) (including “Impetus Ungainly/Treaty No. 9,” “The Poet,” “Why Don’t You Write,” “Under Construction,” “Mississauga Golf Club,” “Indian Fare,” “Terra Nullius Lingus,” “Hidden Residential School Graveyard,” “Treaty Letter,” “A Wise Man Once Told Me”)

“Canada’s Grim Legacy of Cultural Erasure in Poignant School Photos,” NYTimes (July 5, 2021) <https://www.nytimes.com/2021/07/05/world/canada/Indigenous-residential-schools-photos.html>

Marie Battiste, “Mi’Kmaq Education: Roots and Routes,” from *Decolonizing Education: Nourishing the Learning Spirit* (2013)

Recommended

Jorge Barrera, Lost Children, CBC News (June 12, 2021)

<https://newsinteractives.cbc.ca/longform/kamloops-residential-school-children-dead>

Jennifer Henderson, “After Findings at Indian Residential Schools,” *The Conversation* (July 21, 2021)

<https://theconversation.com/after-findings-at-indian-residential-schools-settler-canadians-shouldnt-hide-behind-the-gothic-narrative-164524>

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Stephanie Springgay and Sarah Truman, “A walking-writing practice: Queering the trail” from *Walking Methodologies in a More-than-Human World* (Ch. 8)

“Small Beauty on the Appalachian Trail,” Interview with Rahawa Haile

<https://she-explores.com/podcast/small-beauty-appalachian-trail-rahawa-haile/>

Rahawa Haile, “How Black Books Lit My Way Along the Appalachian Trail” (2017)

<https://www.buzzfeednews.com/article/rahawa-haile/how-black-books-lit-my-way-along-the-appalachian-trail#.nyxM8jMJY>

Lisa Myers, “Blueprints for a long walk” <https://mapmagazine.co.uk/lisa-myers> and “The Residential School Trek” <https://residentialchooltrek.wordpress.com/>

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Allison Adelle Hedge Coke “America, I Sing You Back” (2014)

<https://www.poetryfoundation.org/poems/89062/america-i-sing-you-back>

Tuck and Yang, “Decolonization is not a Metaphor” (2012)

<https://nycstandswithstandingrock.files.wordpress.com/2016/10/tuck-yang-2012.pdf>

Recommended

Margaret Porter Troupe, “Allison Hedge Coke interview” [https://go-gale-](https://go-gale-com.proxy.library.carleton.ca/ps/i.do?id=GALE%7CA271885043&sid=googleScholar&v=2.1&it=r&linkaccess=fulltext&issn=10893148&p=AONE&sw=w&enforceAuth=true&linkSource=delayedAuthFullText&userGroupName=cu_alumni&u=cu_alumni)

[com.proxy.library.carleton.ca/ps/i.do?id=GALE%7CA271885043&sid=googleScholar&v=2.1&it=r&linkaccess=fulltext&issn=10893148&p=AONE&sw=w&enforceAuth=true&linkSource=delayedAuthFullText&userGroupName=cu_alumni&u=cu_alumni](https://go-gale-com.proxy.library.carleton.ca/ps/i.do?id=GALE%7CA271885043&sid=googleScholar&v=2.1&it=r&linkaccess=fulltext&issn=10893148&p=AONE&sw=w&enforceAuth=true&linkSource=delayedAuthFullText&userGroupName=cu_alumni&u=cu_alumni)

Allison Hedge Coke, “Guest Editorial: Migratory” <https://www.terrain.org/columns/29/guest.htm>

Walking Reflection Due Friday, October 22

FALL BREAK

NOVEMBER

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Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Richie Havens, “Follow the Drinking Gourd”
<https://www.youtube.com/watch?v=9H8NwpHEjIM>

Ladysmith Black Mambazo, “Swing Low, Sweet Chariot”
<https://www.youtube.com/watch?v=IEKXt2EfyLQ>

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Langston Hughes, “Theme for English B”
<https://www.poetryfoundation.org/poems/47880/theme-for-english-b>

June Jordan, “Nobody Mean More to Me Than You and the Future Life of Willie Jordan,” from *On Call: Political Essays* (1985)

Robin D.G. Kelley, “‘When History Sleeps’: A Beginning,” introduction to *Freedom Dreams: The Black Radical Imagination* (2002)

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Student Nonviolent Coordinating Committee, selections from *Freedom School Poetry* (1966)
https://www.crmvet.org/poetry/64_fskool_poems-r.pdf

Julie Davis, Chs. 3 and 4 from *Survival Schools: The American Indian Movement and Community Education in the Twin Cities* (2013)

“Abraham Lincoln to Henry H. Sibley” (December 6, 1862)
<https://hd.housedivided.dickinson.edu/node/40494>

Photographs of survival schools
<http://www.aim-ic.org/red-school-house/ru6kul6ut84wsspl8ev83nu577djii>

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Martin Luther King, “I Have a Dream Speech” (1963) and “Address at the Conclusion of the Selma to Montgomery March” (1965)

Ava DuVernay, “Selma” (2014)

Richard Sommer and Glenn Forley, “Highway Beautiful: The 1965 Selma to Montgomery Voting Rights March” (2011)

DECEMBER

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Nick Estes, “Prologue: Prophecy,” introduction to *Our History is the Future: Standing Rock Versus the Dakota Access Pipeline and the Long Tradition of Indigenous Resistance* (2019)

The Roots, “Ain’t Nobody Gonna Turn Me Round”
<https://www.youtube.com/watch?v=uJ6mhRZ8LjM>

Recommended

#StandingRockSyllabus

<https://nycstandswithstandingrock.wordpress.com/standingrocksyllabus/>

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Last Class

Walking Design Revision Due