

**Carleton University
Fall 2019-Winter 2020
Department of English**

ENGL 3960: *Studies in Indigenous Literature*

Prerequisites: third-year standing or permission of the department

Preclusions: none

Tuesdays and Thursdays, 11:35 am-12:55 pm

Location: PA 115

Please confirm location on Carleton Central

Instructor: M. S. Birkwood

E-mail: Susan.Birkwood@carleton.ca

Office: DT 1928

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

Office Hours: Tuesdays 1:45-3:30, or by appointment

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

****This outline is subject to small additions and revisions. The final, more detailed version will be available in cuLearn prior to the first class.***

Course Description: 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 read works of fiction and non-fiction that provide an introduction to the diversity of Indigenous writing and to what Leanne Betasamosake Simpson terms “acts of resurgence [that] 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).

Required Texts:

- *Books have been ordered at Haven Books*, 43 Seneca Street, Ottawa (at Sunnyside, one block from campus): <https://www.havenbooks.ca/>

Richard Wagamese, *Keeper'n Me* (Doubleday Canada)

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

Kateri Akiwenzie-Damm, *The Stone Collection* (Portage & Main Press)

Katherena Vermette, *The Break* (House of Anansi Press)

Eden Robinson, *Trickster Drift* (Knopf Canada)

❖ *Plus readings in ARES available through cuLearn*

Evaluation:

cuPortfolio assignments	20%
Close reading assignments, including poetry analysis (best 3 of 4)	15%
Essay with research component	20%
Reflection on author visit	10%
Participation	15%
Take-home exam (due Dec. 21)	20%

Opportunities for bonus marks:

Receive one 2% addition to your **final grade** for attending and writing about one of the following:

- ✓ Ottawa International Writers Festival event (September and October)—Regular events are free for Carleton students, but you need to book your ticket: <http://www.writersfestival.org/>
- ✓ Indigenous Theatre performance at the National Arts Centre (NAC) <<https://nac-cna.ca/en/indigenoustheatre>>
- To receive the credit, you must submit a 250-word description of the event and provide some proof of attendance (ticket, selfie at the event, etc., or if I'm at the same event, get me to make note of your presence).

Please note:

- You must complete **all of the term work and the take-home exam** in order to be eligible to pass the course. This means that failure to complete the term work may result in a final grade of "F."
- There are policies in place to support students who require academic accommodation. (See below.) Should you, though, find yourself in circumstances that threaten to preclude your successful completion of an assignment, please contact me before the particular deadline. I would much rather work with you to find a solution than have you face the possibility of failing the course.

"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."

Academic Integrity

Carleton University's Academic Integrity Policy: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

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." This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- 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/>

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 more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

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: carleton.ca/sexual-violence-support

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>

General Policy on Essays (*See individual assignment sheets for detailed expectations*)

Generally, essays are due on the day assigned; however, you each have a total of **4 grace days** to use to best advantage when completing the following: **cuPortfolio assignments, the term essay, and the author visit reflection (not the close reading assignments)**. For instance, you could use 1 grace day when completing the one cuPortfolio assignment and 3 when completing the essay. (In other words, you have a built-in extension should you experience hardware failures or other problems.) Otherwise, requests for extensions MUST be made BEFORE the due date. Busier-than-average schedules or computer problems do not ordinarily constitute good reasons for extensions. A penalty of **5% per business day** will be applied to late assignments. (I will keep track of grace days used.)

- **While cuPortfolio assignments will require electronic submission only, you are to hand in print copies of other written assignments, as well as submitting electronic back-ups in cuLearn. In general, you should always keep an electronic copy of each assignment until the original has been returned and be prepared to submit a copy immediately if need be.**
- Do not slide assignments under my office door. There is a drop-off slot outside of the English Department office (DT 1812).
- Essays are to conform to MLA format. Errors in documentation and formatting will cost you marks.
- **You are expected to know the University's policy and procedures regarding plagiarism. (See the explanation above and the section on "Academic Integrity" in the University Calendar.) Unacceptable paraphrasing 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.

Late penalty: As noted above, the late penalty is 5% per business day for major essays. This penalty also applies to the other assignments for which grace days may not be used unless otherwise noted in individual assignment instructions. Do make sure that you note each assignment's requirements.

Attendance and Participation:

Attendance: I have always found there to be a strong correlation between regular attendance and student success in my classes. You are responsible for what we cover in class, and we will make links between texts and topics as we move forward in the course and build on what we have discussed. On a very practical note, exam questions in this course will come straight out of lecture and discussion materials.

- ❖ I will take attendance at each class. (If I forget, please remind me!)
- ❖ If you must miss a class, see if you can get notes from someone AND check with me to see if you missed any hand-outs or marked assignments that I may have distributed.

Participation: During the course, there will be opportunities to present your analysis and to work with other students in class. Students' thoughtful participation in class activities and discussion greatly enriches the learning experience for everyone, including me.

The grade: In assigning the participation grade at the end of the year, I take into account both participation in the in-class activities and overall attendance records. (If you don't attend, you can't participate!) Perfect attendance is not a guarantee of a perfect score: you will need to demonstrate your engagement with the course materials. (If you sit in class but spend your time on social media sites, I don't consider that participation.)

- **Absence from 5 or more classes may result in a participation grade of 0 for the course.**
- I will, of course, take into account any documented reasons for absence (e.g. illness).

cuPortfolio:

The cuPortfolio submissions will allow you to reflect on your experience as a reader, writer, and researcher. Check the schedule for submission dates. Prompts will be posted in cuLearn.

E-mail Communications:

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

- I will delete mail without opening it, if it comes from a sender I do not recognise, so please use your Carleton account.
- University policy prohibits me from sending information about grades over e-mail if the request comes from any non-Carleton e-mail address.
- It is always a good idea to avoid excessive informality in your e-mail communications with instructors. ("Dear Professor –" is the safest way to begin when e-mailing any instructor.)

Preparation for Class:

- Ideally, you should have the texts read before we begin discussing them in class. In the case of novels, try to have a substantial portion read prior to the first class on the respective texts.
- Make sure you bring the relevant text(s) to class.
- When you are taking notes, do include references to passages that we focus on in class: I choose identification passages for the exams from those that we discuss in class.

Classroom Courtesy:

- Please put mobile phones into silent mode before coming into class, and keep them out of your view. **IF** you have a pressing need to consult your phone—e.g. you have a child at home who is ill—I will of course accommodate this need.
- Please do not use your electronic devices for anything other than course-related work. You won't be the only one distracted by your Instagram feed. Here's a blog entry that offers some compelling reasons for avoiding the obvious distractions: Clay Shirky, "Why I Just Asked My Students to Put Their Laptops Away" <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368>
- Please plan to stay for the duration of the class. Should you need to leave the classroom early, I would appreciate your letting me know ahead of time, if possible.

Schedule (subject to change)

Date	Tuesday	Thursday
Sept. 5		Introduction Indigenous Learning Bundle: The First Peoples: A Brief Overview
10, 12	Brian Maracle, "First Words" Kahente Horn-Miller, "Distortion and Healing: Finding Balance and a 'Good Mind' through the Rearticulation of Sky Woman's Journey" (ARES) Leanne Betasamosake Simpson, "Land as Pedagogy," <i>As We Have Always Done</i>	E. Pauline Johnson, "A Strong Race Opinion: On the Indian Girl in Modern Fiction" Daniel Heath Justice, Introduction. <i>Why Indigenous Literatures Matter</i>
17, 19	Introduction to cuPortfolio	Richard Wagamese, <i>Keeper'n Me</i>

	Chelsea Vowel, Chapters 20 ("Monster") and 21 ("Our Stolen Generations"), <i>Indigenous Writes: A Guide to First Nations, Metis, and Inuit Issues in Canada</i> Richard Wagamese, <i>Keeper'n Me</i>	
24, 26	Richard Wagamese, <i>Keeper'n Me</i>	Richard Wagamese, <i>Keeper'n Me</i>
Oct. 1, 3	Drew Hayden Taylor, <i>Only Drunks and Children Tell the Truth</i>	Drew Hayden Taylor, <i>Only Drunks and Children Tell the Truth</i>
8, 10	Poetry: selections TBA (available in ARES)	Poetry: TBA in ARES Indigenous Learning Bundle: Introduction to the Metis People
15, 17	Katherena Vermette, <i>The Break</i> <i>*Please note: The Break does deal with difficult subject matter</i>	Katherena Vermette, <i>The Break</i>
22, 24	Fall Reading Week: no classes	
29, 31	Katherena Vermette, <i>The Break</i>	Katherena Vermette, <i>The Break</i>
Nov. 5, 7	Essay Workshop TBA	Kateri Akiwenzie-Damm, "Erotics" <i>The Stone Collection</i> Essay due
12, 14	Kateri Akiwenzie-Damm, <i>The Stone Collection</i>	CLASS VISIT by Kateri Akiwenzie-Damm Meet in the English Department lounge (DT 1811) instead of our classroom
19, 21	Poetry selections TBA (available in ARES)	Poetry selections TBA (available in ARES)
26, 28	Eden Robinson, <i>Trickster Drift</i>	Eden Robinson, <i>Trickster Drift</i>
Dec. 3, 5	Eden Robinson, <i>Trickster Drift</i>	Eden Robinson, <i>Trickster Drift</i> <i>Take-home exam distributed</i>

Examination Period: December 9-21, 2019