

Carleton University
Early Summer 2019-20
Department of English/School of Indigenous and Canadian Studies

ENGL4806/5804 and CDNS5003
Tuesdays and Thursdays 2:35 – 5:25
Location: Dunton Tower 1216

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Office Hours: Tues. and Thurs. 1:30 – 2:30 or by appointment

Making Settler Colonial Modernity

By moving back and forth between 19th century and 21st century literature, this course provides background for understanding the settler-Indigenous relationship in Canada today and for thinking about the role of discourse, narrative, and metaphor in imagining and practicing settler colonialism as well as decolonization. We look at some of the genres through which settler-colonial logics have been given narrative form, including the emigrant's tale, travel literature, and sensation fiction. Alongside those, we read Indigenous writing in the forms of auto-ethnography, poetry, and stories. Rather than a space of Canada defined by present-day settler boundaries, our focus is on a trans-Atlantic and continental space of discourse within which ideas of liberal progress, capitalist political economy, civility, gender, and racial difference circulate. Turtle Island is a contact zone in which transplanted as well as deeply rooted epistemologies meet. In the last third of the course, we turn to current experimental literature reflecting on the inheritances of this past and on the time-space of unsettlement and Indigenous resurgence. Literary texts will be supplemented by criticism and theory.

TEXTS

Many of our readings will be available online through ARES but you will need to purchase the following six books, all available at Octopus Books by early late April/May. Octopus is at: 116 Third Avenue, 613-233-2589.

Copway, George. *The Traditional History and Characteristic Sketches of the Ojibway Nation* (Wilfrid Laurier University Press)
Compton, Wayde. *The Outer Harbour* (Arsenal Pulp Press)
Crawford, Isabella Valancy. *Winona* (Broadview Press)
Halfe, Louise Bernice. *Blue Marrow* (Coteau Books)
Robinson, Eden. *Traplines* (Vintage Canada)
Scott, Gail. *The Obituary* (Coach House Books)

ASSIGNMENTS AND EVALUATION

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| Preparation, participation, attendance | 15% |
| Facilitation of discussion of a passage | 25% (UG) 10% (G) |
| Presentation on a secondary reading | 15% (G only) |
| Short essay <u>due June 9th</u> | 25% |
| Final essay <u>due June 27th</u> | 35% |

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.

Preparation, participation, and attendance 15%

These 15 points are earned through a flawless attendance record, consistent evidence of having completed all of the assigned readings before each class, active listening, and appropriate participation during class discussion. Cell phones are put away during class and laptops are permitted only for note-taking. Participation also means bringing assigned readings to class. See note below on “Being here, on time and prepared.”

Facilitation of discussion of a passage 25% (undergrads) 10% (graduate students)

For the primary (literature) reading on the week you have been assigned, facilitate a 15-minute discussion of a passage. Choose a passage that is from 3 paragraphs to 2-3 pages in length. Set a discussion in motion by taking us to the passage, telling us why you think it is important to examine closely, and asking some questions about it. Make sure that you have a thesis of your own, in other words, an arguable position based on interpretation, which will give the rest of us something to discuss and even debate. A good passage is interesting, or complex, or puzzling; as you see it, there is something multi-layered, or ambiguous, or contradictory going on it, with important implications for the text as a whole. If you wish, you may also make connections to secondary readings or other texts on the course.

Presentation on a secondary reading (*for graduate students only*) 15%

Present a 15- minute precis of a secondary reading. *Summarize:* Describe, as if for a reader who has never read the piece, a sense of what it concerns, what it does, and how it does that. Be concise. Paraphrase the thesis. *Isolate the important points:* Isolate the two or three most salient points from the reading. (What stands out as crucial to our concerns that week/the literary text that week? What is memorable, provocative, useful—a point you think requires ongoing consideration?) *Frame a question for discussion:* Formulate a question that you see this secondary reading generating, in relation to our primary text, and present it to the class for discussion.

Short essay on “Contact Sports” 25% due: June 9th on CULearn

1500 words for undergraduate students; 2000 words for graduate students. Please use MLA format. Discuss Eden Robinson’s story, “Contact Sports,” as an allegory of settler-colonialism.

What would be the grounds for reading the story allegorically? In other words, if it is an allegory, how does the allegory work? What are the insights and perhaps the limitations that come from reading it in this way? You may wish to make use of concepts from the secondary readings by Susan Hill and Roger Epp. If necessary, consult a dictionary of literary terms to familiarize yourself with allegory.

Final essay

35% due: June 27th on CULearn

2500 words for undergraduate students; 3000 words for graduate students. Choose one of our texts and develop an argument about it. Draw on two secondary sources from our course, and one pertinent source you have found through your own research. Your essay should have a thesis statement and use specific examples from the primary text. It should demonstrate an ability to link close reading to a broader argument about the text. Please see me during my office hours to have your topic approved. Please use MLA format.

EXPECTATIONS AND REGULATIONS

Being here, on time and prepared: Attendance is mandatory; there will be a sign-in sheet for every class. Missed classes will affect your participation grade. Bring the readings with you!

Basic preparation for class: Read the assignment materials **before** class. Plan your time carefully so that this is possible: the course is intensive. 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.

Classroom etiquette: All **cell phones** must be put away. Entirely. I do not want to see or hear them. I prefer that you do *not* take notes on a **laptop**, as they are distracting. Having said that, if you decide to bring one, please know that laptops are to be used for note-taking only in this class (no browsing, no social media, etc.). If I find you using your laptop for another other purpose, I will ask you to leave and you may not be permitted to bring it to class after that point. Other expectations of classroom etiquette are that you listen attentively and respectfully; that you have a sense of taking turns when it comes to contributing to discussion. Do not always rely on others to carry the conversation; on the other hand, if you enjoy contributing, great and thank you! but do be careful not to dominate.

Email: The best way to speak with me is in person during my office hours before class. Email may be used for brief messages. Please use the course code as subject line. If you have a substantive question about an assignment or the course material, see me during office hours. It may be possible to arrange an appointment for another time if you are unavailable during the office hours.

Submission of assignments and penalties for late assignments: All assignments must be submitted electronically on CULearn on the day they are due. Late assignments may be submitted via CULearn up to three days late. There is a penalty of 1% per weekday (this includes the day they are due if they are submitted after 5pm). The maximum penalty is 3%. Essays will

not be accepted after this three day/-3% period unless proper medical documentation is provided. Please keep a backup copy of all your assignments.

Grades: Grades for written work will be based on insightfulness, presentation of focused ideas supported by textual evidence, effective organization of ideas, clarity of expression, correct use of MLA style, spelling and grammar. The following percentage equivalents will be used when calculating your grades for this class:

A+=90; A/A+=88; A=85; A-/A=83; A-=80
B+/A-=79; B+=77; B/B+=75; B=73; B-/B=72; B-=70
C+/B-=69; C+=67; C/C+=65; C=63; C-/C=62; C-=60
D+/C-=59; D+=57; D/D+=55; D=53; D-/D=52; D-=50
F=0-49 (a numerical grade will be assigned for any paper receiving an F)

Plagiarism: Plagiarism means passing off someone else's words or ideas as your own or submitting the same work in two different academic contexts. The most common forms of plagiarism include unacknowledged copying from secondary sources (including sections as short as sentences and paragraphs, even when you have changed a word), purchasing papers online or from essay-writing services, or having another person write a paper for you. Do not take these risks. The consequences of plagiarism are severe and are issue by the Dean and the University Senate. In order to avoid plagiarism, you must clearly and correctly provide the specific source of any quotation, borrowed phrasing, or idea you pick up from the internet, from a published source, or from other people.

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 serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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.

The policy can be found at: <https://carleton.ca/registrar/academic-integrity/>

Help with your writing: The Centre for Student Academic Support provides one-on-one, assignment-specific writing advice, through drop-in or scheduled appointments of 40 minutes. Bring the assignment sheet and your outline or draft. For drop-in hours or to book an appointment, see <https://carleton.ca/csas/writing-services/>

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

REQUEST 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 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>

READING SCHEDULE

Please do these readings before class and make sure you bring them with you.

PLEASE CHECK CULEARN FOR READING SCHEDULE CLOSER TO THE BEGINNING OF CLASSES.
NOTE THAT THERE WILL BE READINGS TO DO FOR THE FIRST CLASS ON TUESDAY MAY 7th.