

Carleton University
 Fall/Winter 2022-23
 Department of English

ENGL 2802A: *Indigenous and Canadian Literatures*
Prerequisite(s): second-year standing or permission of the department.

Mondays 8:35 – 11:25

***NOTE: We meet in-person only from 10-11:25. You are expected to view the video lecture beforehand ***

Location: Southam Hall 413

Professor Jennifer Henderson
jennifer.henderson@carleton.ca
Office: 1911 Dunton Tower
Office Hours: by appointment
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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/>).

Canada, part of Turtle Island, is a place with more than one name, made up of peoples of different roots and routes. In this course, literature reorients us to a sense of Canada as a space of multiple histories, nations, and diasporas. Our readings take us across a broad range of cultural forms from creation stories to conversion narratives; from spoken-word poetry and folk songs to modernist poems; from European exploration narratives to contemporary fiction; from comics to visual art. Readings are situated through lectures that address themes such as Indigenous conceptualizations of space, European imperialism and settler colonialism, Black Loyalist migration, the Indian Act, war-time internment, official multiculturalism, climate catastrophe, and heteropatriarchy. Key questions are how to interpret literature in relation to these concepts and contexts and how to read different bodies of literature in relation to one another. How should we think about the relationship between the writing of European settlers, as they moved into what they perceived to be a new world and the literature of Indigenous nations for whom the same land was already storied, according to deeply different understandings of place and human identity? We experiment with a model of ‘nation-to-nation’ literary relations, respecting the autonomy of Indigenous literary traditions whilst thinking critically about the making of “Canadian literature.” ‘Indigenous’ and ‘settler’ are neither unified categories nor separate worlds. There’s a story of interaction to tell, and beyond that, the very important challenges to national borders and identities in literature posed by diasporic and global experiences and imaginations.

NOTE: This is a **BLENDED course. Weekly lectures to be viewed asynchronously (online) before class. In-person discussions take place Mondays 10-11:25.**

Objectives: The course provides an introductory knowledge of Indigenous and diverse Canadian literatures and the ability to respond to the work of writers with some awareness of how they fit into longer traditions and debates. It provides the background necessary to think and write in an informed way about literary expression Canada in the present era of reconciliation, treaty-recognition, and Indigenous resurgence. The course demands a commitment to reading. As well, English 2802 is designated *writing attentive*, which means that it hones writing skills specific to the discipline of English. It advances your abilities to develop an interpretive angle, write well-crafted paragraphs, ground what you have to say in precise and perceptive observations about literary language and form. It introduces you to engagement with literary criticism. It helps you develop comparative thinking and essay writing skills. Last but not least, the course gives you practice engaging in reasoned discussion about differences of interpretation.

REQUIRED TEXTS

Please purchase the following books. They are available from the Carleton Bookstore.

- Kogawa, Joy. *Obasan* (Penguin)
- Sugars, Cynthia and Laura Moss, eds. *Canadian Literature in English: Texts and Contexts*, NOTE: VOLUMES 1 *AND* 2 (Pearson Longman) are both needed at the start of the year.

Additional required readings will be made available online through ARES via Brightspace.

Please note that a number of our readings involve subject matter some readers may find especially disturbing. The Reading Schedule notes these readings.

ASSIGNMENTS AND EVALUATION: Find details on assignments in Brightspace.

Fall Term /50

Weekly Quizzes	(1.25% bonus points for completing every quiz)
Worksheet 1	7.5% (due by Oct. 30 , the night before the relevant class)
Worksheet 2	7.5% (due by Dec. 8 , the night before the relevant class)
Thanksgiving Week Bonus	(1.5% bonus points for completing this activity)
Reading Break Bonus	(1.5% bonus points for completing this activity)
Close Reading	15% (due Nov. 27)
Dec. Take-Home Exam	15% (due Dec. 19)
Attendance, Participation	5%

Winter Term /50

Weekly Quizzes	(1.25% bonus points for completing every quiz)
Critical Article Assignment	15% (due Feb. 12)
Reading Break Bonus	(1.5% bonus points for completing this activity)
Comparative Essay	15% (due Apr. 12)
Apr. Take-Home Exam	15% (due Apr. 19)
Attendance, Participation	5%

YOUR WORK EACH WEEK has **four** components: reading, quiz, lecture-viewing, and attendance of discussion.

1. **Read** the assigned texts. (See the weekly module on Brightspace.)
2. Take the short **quiz** (link in the week's module). The quiz tests your completion of the assigned readings for the week. You need to get the answers right in order to proceed to the lecture.
3. View and take notes on the recorded **lecture** segments.
4. Attend and participate in the **discussion**, Monday 10-11:25 (Southam 413).

Note that for two weeks (of your choosing) this Fall, you will submit a **Worksheet** by Sunday night at midnight, answering a question about that week's reading. You will find the Worksheet, with questions, in every weekly module for the Fall.

READINGS

Allow yourself 2 - 4 hours for reading each week (the amount of reading varies, as will reading speeds from student to student). Find a quiet place where you can focus and avoid distractions. Schedule your reading time, so that you give yourself time to complete the readings before the quiz and lecture. Read attentively, ideally with a pencil in hand. Mark striking elements. Make note of connections you see to other texts, and questions you'd like to raise in Monday's discussion. Have a look at the Worksheet to see the questions. Is this one of the two Worksheets you want to submit in the Fall term?

QUIZZES

The weekly quiz tests your reading and unlocks the lecture. Answer the multiple-choice questions, hit Submit, and get your results. You will be prompted to try again for any questions you get wrong; you have as many tries as necessary. The quizzes are not graded but you do get 2.5% bonus points at the end of the year for completing all of them.

LECTURES

Set aside 1 to 1.5 hours for viewing the lectures every week. They are recorded in several segments, from 15 to 30 minutes long. You are expected to view and take basic notes on every one. Knowing the lecture material is essential to the exams in the course. The lecture material also prepares you to participate in the Monday in an informed way.

COURSE POLICIES

PARTICIPATION

Discussion is important to the way that literary interpretations are built. Therefore, on Mondays from 10-11:25, we'll meet in person to engage with the readings. Please come prepared, having completed the readings and viewed the lecture segments. Have the week's readings with you. If you've chosen to complete a Worksheet that week, bring a copy of your answer(s) with you. Good participation means: coming prepared; contributions to discussion based on knowledge of the readings and lectures; bringing questions and insights; respectful listening and a willingness

to engage with the views of others. We will be addressing topics that can be difficult and unsettling and require us to rethink what we already know. It is necessary that we all be considerate in how we relate to one another, remembering that people have different experiences and histories. *Note:* you cannot participate without attending. Participation is worth 10% of your final grade.

HEALTH AND SAFETY:

- **MASKS PLEASE:** Although the university is stating that masks are no longer mandatory in university buildings and facilities, I strongly encourage you to wear a mask in our class and indeed whenever you are indoors. COVID-19 is an airborne virus. Wearing a mask is a way to express consideration for those who are immunocompromised or have care-giving responsibilities for vulnerable people. It is also a way to act on our collective investment in being able to meet in-person through the Fall and Winter.
- **IF YOU ARE SICK:** It makes most sense to stay home and catch up on any missed work as soon as you are able to. Please do not expose others if you are symptomatic.
- **REQUESTS TO PARTICIPATE ONLINE:** This is not designated a “Hy-Flex” course. Unless the University decides that all classes must go online, our Monday discussions will continue in person. The University has issued this statement: “Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.” <https://housing.carleton.ca/update-as-of-may-1-2022/>

LATE SUBMISSIONS OF ASSIGNMENTS AND EXAMS

Please read this policy especially carefully. The due dates for Worksheets, Bonus Assignments, and the Take-Home exam are firm: there are no extensions. For the other assignments in the course (Close Reading in the Fall, Critical Article Assignment and Comparative Essay in the Winter) the late policy is as follows: You do not need to email me if your work is going to be late. For every late submission, you automatically lose 2% per day. After five days beyond the due date, I will not accept the assignment at all (the five days includes weekend days).

COMMUNICATION WITH PROFESSOR AND TA

For questions about the course, please write the course TA first: Emma D’Amico at emmadamico@cmail.carleton.ca Use the subject line ENGL2802. I am happy to answer questions beyond that: jennifer.henderson@carleton.ca Please note that Emma and I will not be able to provide feedback on drafts of your writing. If you have a question that may be important to others please use the Discussion on Brightspace so that everyone can benefit from the answer. I will be available for in-person office hours on Mondays, and via video on some other days. Please email me if you wish to book an appointment.

GRADES

Grades for written work will be based on insightfulness; demonstration of careful reading, lecture viewing, and discussion attendance; presentation of focused ideas supported by textual

evidence; effective organization of ideas; clarity of expression; correct use of MLA documentation style; correct 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)

ACADEMIC REGULATIONS

NOTE ON FINAL GRADES

Standing in all Faculty of Arts and Social Sciences courses 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.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, 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:

- 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.

You may not submit work for this course which you are also submitting, or have submitted, for a different course, including work that is determined to be substantially the same.

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.

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>

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.

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 ([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>

READING SCHEDULE

Complete the week's readings. > Take the quiz. > View the week's lecture. > Attend Monday.

Sept. 12

Reorientation in Space and History

Please complete these readings before our first class:

- Figure 1 (Vol. I: 33)
- Lisa Brooks (Abenaki), "Alnôbawôngan, Wlôgan, Awikhigan: Entering Native Space" from *The Common Pot* (1-13) (ARES)
- Thomas King (Cherokee/German/Greek), "Borders" (Vol II: 578-89) (also on ARES)

Sept. 19

Stories as Ways of Knowing the World

- Brian Maracle (Mohawk), "The First Words" (I: 1-13)
- Thomas King (Cherokee), "'You'll Never Believe What Happened' Is Always a Great Way to Start" from *The Truth About Stories: A Native Narrative* (1-29) (ARES)

Sept. 26

French Exploration and Missionization: Representing First Contact

- Figures 1- 2 & 1-3 (I: 34-35)
- Jacques Cartier, from *The Voyages of Jacques Cartier* (I: 41-51)
- Jean de Brébeuf, from *The Jesuit Relations* (I: 56-60)

Oct 3

Translation and Adaptation in the Contact Zone

- Jean de Brébeuf "The Huron Carol" and "Jesus, He is Born" (I: 61-62)
- George Copway (Anishinaabe), from *Life, History and Travels of Kah-ge-gah-bowh* (I: 239-44)

Oct. 10

Thanksgiving – Bonus Assignment for 1.5% (see Brightspace)

Oct. 17

Arctic Exploration and Inuit Looking Back at Qallunaat

- John Franklin, from *Narrative of a Journey to the Shores of the Polar Sea* (I: 90-102)
- Inuit testimony of the 1845 Franklin expedition (I: 103-07)
- Clips from CBC reporting on the Franklin ships (in Brightspace module)

Oct. 24 FALL BREAK – Bonus Assignment for 1.5% (see Brightspace)

Oct. 31 Inuit Ontology and Contemporary Writing

- Alootook Ipellie (Inuk), “Self-Portrait: Inverse Ten Commandments,” “Summit with Sedna, the Mother of Sea Beasts,” “After Brigitte Bardot” from *Arctic Dreams and Nightmares* [pages 2-9, 34-42, 104-113] (ARES)
- Rachel and Sean Qitsualik-Tinsley (Inuk-Cree), “Rosie” in *This Place: 150 Years Retold*, 110-136 (e-book in library catalogue)
- Indigenous Learning Bundle to view in addition to lectures this week: “The Inuit Story” (in this week’s module)

REMINDER: Worksheet 1 needs to have been submitted before October 31st.

Nov. 7 Literature of White Settlement: Heroic Narrative and Satire

- Oliver Goldsmith, “The Rising Village” (I: 161-175)
- Thomas Chandler Haliburton, “The Clockmaker” (I: 186-193)

Nov. 14 Black Canadas: Black Loyalists, “Africadia,” and Legacies

- Desmond Cole, *The Skin We’re In* (2017)
<https://www.cbc.ca/firsthand/episodes/the-skin-were-in>
- Boston King, from *Memoirs of the Life of Boston King* (I: 148-152)
- George Elliott Clarke, “Bio: Black Baptist Bastard” (II: 658-660, 661-62)
- Owen Sound, “Listen” (link in Lecture segments)_

Nov. 21 Black Representation and Agency

- Charmaine Nelson, “Servant, Seraglio, Savage or ‘Sarah’: Examining the Visual Representation of Black Female Subjects in Canadian Art and Visual Culture” from *Women in the Promised Land* (ARES)
- Dionne Brand, “Blues Spiritual for Mammy Prater” (II: 629-631, 632-34)
- George Elliott Clarke, “Rose Vinegar” (II: 660)

REMINDER: Close Reading Assignment due Nov. 27th.

Nov. 28 Settlement and Segregation

- Susanna Moodie, from *Roughing It in the Bush* and *Life in the Clearings versus the Bush* (I: 208-230)
- Mary Ann Shadd, from *A Plea for Emigration* (I: 244-250)
- Robyn Maynard, from *Policing Black Lives*: 31-43 (ARES)

- Dec. 5** **Race and Questions of Belonging in Settler Space**
- Figs 6, 9 (I: 279, 282)
 - Lawrence Hill, “Meet You at the Door,” from *The Black Prairie Archive* (251-266) (ARES)
 - F. B. André, “Is There Someone You Can Call?” from *The Black Prairie Archive* (224-231) (ARES)

REMINDER: Worksheet 2 needs to have been submitted before December 8th.

- Dec. 9 (FRIDAY)** **Indigenous Stories: Historical and Speculative**
- Jen Storm (Ojibwe), “Red Clouds” from *This Place: 150 Years Retold*, 54-80 (ARES)
 - Richard Van Camp (Tlicho), “On the Wings of This Prayer” from *Dead North: Canadian Zombie Fiction* (164-173) (ARES)

TAKE-HOME EXAM DUE DEC. 19th.

WINTER TERM

- Jan. 9** **Settler Nation-Building and Indigenous Resistance to Settler Representations**
- *The Indian Act*, 1876 and 1927 (I: 318-325)
 - Duncan Campbell Scott, “The Last of the Indian Treaties” and “The Onondaga Madonna” (I: 423-427 and 437-440)
 - Pauline Johnson (Mohawk), “The Corn Husker” and “A Strong Race Opinion: On the Indian Girl in Modern Fiction” (I: 390-94, 400, and 401-03)
 - Isabella Valancy Crawford, “The Camp of Souls” (I: 340-41, 343-46)
 - Armand Garnet Ruffo (Ojibwe), “Poem for Duncan Campbell Scott” (II: 647-49)
- Jan. 16** **Modernism in Canadian Poetry**
- AM Klein, “Portrait of the Poet as Landscape” (II: 149-151, 153-58)
 - Dorothy Livesay, “Day and Night” (II: 161-63, 164-68)
- Jan. 23** **Que(e)r(y)ing Settler Myths: Family Homestead, Heroic Explorer**
- Sinclair Ross, “The Painted Door” (II: 134-149)
 - Douglas Le Pan, “*Coueurs de Bois*” (II: 187-88, 189-190)

- Jan. 30** **Centennial-Era Cultural Nationalism**
- George Grant, *Lament for a Nation* (II: 268-70)
 - Dennis Lee, from *Civil Elegies* (II: 463-69)
 - Margaret Atwood, from *The Journals of Susanna Moodie* (II: 433-36, 441-446)
 - Al Purdy, “The Country North of Belleville” (II: 274-276)
- Feb. 6** **Indigenous Rising I**
- Indigenous Learning Bundle: Indigenous-Canada Relations: “White Paper” and “Constitutional Challenge” sections
 - Chief Dan George (Coast Salish), “A Lament for Confederation” (II: 251-252)
- REMINDER: Critical Article Assignment due Feb. 12th**
- Feb. 13** **Indigenous Rising II**
- Leanne Simpson (Mississauga Anishnaabe), “nogojiwanong” from *Islands of Decolonial Love* (113-126) (ARES)
- Feb. 20** WINTER BREAK Note: Bonus Assignment for 1.5% on Brightspace.
- Feb. 27** **Historical Fiction: Obasan, Trauma and Truth-Speaking Part I**
- Joy Kogawa, *Obasan* (read up to and including chapter 15) [Note: The novel contains a scene of child sexual abuse.]
- Mar. 6** **Historical Fiction: Obasan, Trauma and Truth-Speaking Part II**
- Finish *Obasan* [Note: The novel contains a scene of child sexual abuse.]
- Mar. 13** **Decolonizing Literature and Language: Oral Narrative, Dub Poetry**
- Maria Campbell, “Jacob” (II: 476-484)
 - Maria Campbell:
https://www.youtube.com/watch?v=as5q8mRrHJY&ab_channel=APTNDigitalNations
 - “Lillian Allen: What Is Dub Poetry?”
<https://www.youtube.com/watch?v=nWrVzUMc2aI>
 - Lillian Allen, “Nelly Belly Swelly,” “Rub A Dub Style Inna Regent Park,” “Riddim An’ Hard Times,” “One Poem Town,” “I Fight Back,” from *Women Do This Every Day* (ARES)
- Mar. 20** **Official Multiculturalism: Limits and Contestations**

- The Canadian Multiculturalism Act (II: 544-45)
- Austin Clarke, “Canadian Experience” (II: 358-370)
- Yin-me Yoon, *Group of Sixty Seven* (II: 541)
- Fred Wah, from *Diamond Grill* (II: 557-563)
- Marilyn Dumont, “Circle the Wagons” (II: 642-43, 646)

Mar. 27

Coming of Age Stories: Difficult Inheritances

- Margaret Laurence, “A Bird in the House” (II: 298-313)
- Madeleine Thien, “Simple Recipes” (II: 694-702)

Apr. 3

Feminist and Indigenous Gothics

- Alice Munro, “Meneseteung” (II: 334-351)
- Eden Robinson (Haisla and Heiltsuk), “Dogs in Winter” II: (II: 673-692)

REMINDER: Comparative Essay due April 12th

Apr. 10

Environmental Consciousness and Kinship on Turtle Island

- Christi Belcourt, *Water Song* (2010-11) section of video 2, online tour of Carleton University Art Gallery exhibition, narrated by Dani Printup
- Don McKay, “Close-Up on a Sharp-Shinned Hawk” (II: 567-68)
- Dionne Brand, from *Inventory* (II: 634-37)
- Rita Wong, “nervous organism” and “canola queasy” (II: 692-94)

TAKE-HOME EXAM DUE APR. 19th