

Carleton University
Department of Sociology and Anthropology

Course number/section: ANTH3215/SOCI3220, Mondays 2:35-5:25

Academic year/term: Fall, 2023.

Course title: Sociology On the Land: Decolonization, Storytelling and Land-Based Engagement



Instructor: Dr. Laura Hall (please just use my name, no pronouns, just Laura or Dr. Hall)

Office Hours: By Appointment or right after class

Email: laurajhall@cunet.carleton.ca

Course Description and Objectives:

Central questions for us to consider include:

What is land-based learning? What, for that matter, does *land* mean? This course is being offered from within a country that is still tangled up in colonialism and particular forms of colonial domination of land as both a construct and a really real system of ecological spiritual life.

Sociology *On* the Land has a double meaning. We are speaking *about* the land while living our lives *on* particular land formations. We also need to think about how settler colonialism renames, remakes, and reimagines places—in order to confront and dismantle systems of power.

This course will speak to land-based learning in decolonial ways, that include:

Frontiers and Settler colonialism
Meaning and storytelling
Ecological and environmental relations
Food security
Imagination and materiality
Futurity and belonging
Liminal Spaces
Hauntings
Urban Legends
Abandoned Places

Method of Delivery: This course will be made up of both synchronous (live lectures) and asynchronous (recorded lectures or independent learning) forms of delivery. During live lecture time slots, students are expected to attend through the Zoom address that will be provided on the morning of the lecture on the Brightspace course site. During weeks when we view recorded lectures or have independent learning objectives outlined, students are not expected to attend any live Zoom sessions. However, when live Zoom sessions are offered, students are expected to attend and participate however they feel most comfortable (through the chat sidebar, or with cameras off and speaking, or cameras on and speaking, or not speaking but writing an email to the professor with questions, or just actively listening and taking notes!)

Reading (s)/Textbook (s):

Readings will be made available on the course website.

Course Requirements & Methods of Evaluation:

I: 20% Writing activity. Write 3-4 pages, or submit a 10 minute video on Brightspace, about the land where you live. This conversation might include thoughts about the built environment, the grass that borders a building—even the rotting foundation of a building, which are all part of a total ecosystem. What do you notice when you think about ‘outside’ and what do you notice when you notice the ‘inside’ (of an apartment or a house or a tent or a van) where you spend your time? We don’t always think of ‘the land’ as being all encompassing, but the air we breathe is part of an ecosystem. Is the air damp, dry, full of wildfire smoke, where you are? What about the local First Nations—whose land do you reside upon? Try to find therefore 3-4 academic or grey literature documents explaining some thing/s about your local area. It might be a website created by Haudenosaunee scholars about the Dish with One Spoon, or other treaty information. You might find a CBC news article about climate change and reflect on the ways that weather/flooding/fire have impacted your area. You could even take a whole other direction on this and find a local news article about a ‘haunted’ area (an old school perhaps) or

some urban legend that really presents itself strongly where you live. You might want to write deeply about your own meditative relationship with land/water and find a thinker who resonates with you about that topic.

If I were to write this assignment, I would write about the cedar hedge that is currently bordering the place where I rent, and all the little shelled creatures and cicadas and ants and whomever else, lives with me in the same area. I would write about the rotting parts of the house where someone tried to put wood into ground that is often very wet—because Ottawa is a place of rivers and rain. I would write about local Indigenous land rights, of the Algonquin, and I would deconstruct the word ‘unceded’ in one page.

II: 10% Participation. Self-assessed! Attend lectures, come prepared with readings done, or speak to previous week’s readings if you prefer to do readings after the lecture. At the end of the semester, you will submit a 1-page description of your engagement in the course. You will mark yourself out of 10 on attendance and participation in a reflexive and honest way. Imagine that you are actually interviewing yourself. Did you complete the readings in some way, shape, or form? Did you take good notes or participate in discussion during lectures? Did you learn, through engagement with the course, new concepts or did you read any extra material on those things that you had questions about? Did you ask questions of your TA or classmates about the course material? Did you watch all lecture videos and take notes on them? These are some questions that you might ask yourself, but you can measure participation in many ways that might work for you in an online, remote course. 10%

III: 35% each, 2 Reading Summaries

- a. Mandatory. Read and review 3 readings of your choice from this course. These readings can be a full paper or a full chapter from the textbook. Write 5-6 pages on the topic covered in your chosen readings.
- b. Mandatory. Read and review 3 readings of your choice from this course. These readings can be a full paper or a full chapter from the textbook. Write 5-6 pages on the topic covered in your chosen readings.

Bonus option: If you want to swap 2. b. out for an independent paper, something about an urban legend and its relationship to land/meaning/belonging etc (for example Goat Man!) or some other topic of your choosing, that would be awesome also!

****Note:** You cannot swap c. for a. in other words you can’t skip a. and hope to make it up by writing c. at a later date. Late marks are not relevant in this course, I don’t believe in them, it’s really just about making sure that you stick to a timeline that works (and that I can comment on your reading a. and give you good feedback and help out with the rest of the course in that way).

****Note:** Another note just to say—pick a citation guide that works for you and stick to it. If you're a law student, cool, use footnotes. If you prefer APA, go for it. Just be consistent and accurate within the same paper. It's just good practice.

Approach to article summaries. Answer the following: What is/are the authors' main argument/s? What points do the authors raise to support their main arguments? What other sources do they utilize and what do those other sources say? How do the authors add to the topic under consideration in their own unique way (ie what are they saying that is different from what others in their field say)? How do the articles that you have chosen relate to one another?

Excellent (85-100): Summarize all articles accurately, outline supporting material used by each author, fully convey understanding of the concepts raised in each reading, compare and contrast authors' arguments/main points.

Very Good (70-84): Summarize all articles accurately, outline supporting material, convey understanding of concepts raised in each reading somewhat, little mention of supporting material used by each author, no mention of how articles connect.

Room for Improvement (60-69): Summarize all articles, need to work on conveying understanding of concepts raised in each reading, no mention of supporting material, no mention of how articles connect.

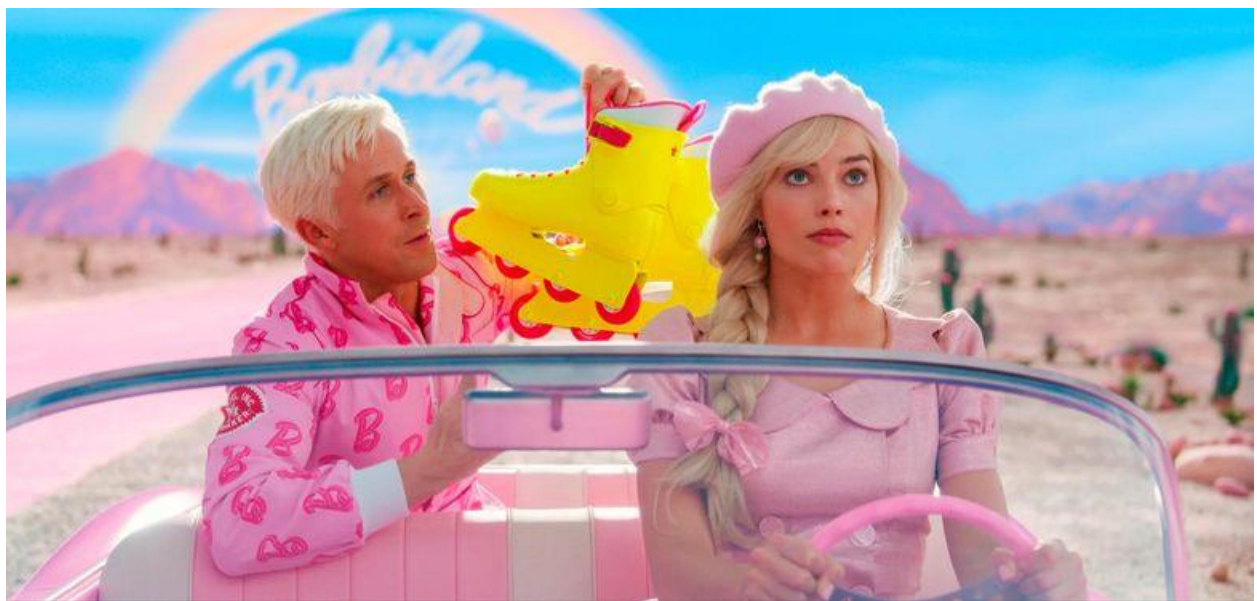
Not Quite (50-59): Did not fully understand what the authors were saying, or what their supportive material was, but read the readings and gave it a try and raised one or two good points that the authors attempted to convey.

Keep Trying (49 or below): Did not read the articles fully, or understand anything that the authors were saying. That's ok, these things happen, we all get super busy or have too much on our plates. Contact writing services, get some extra assistance, ask questions in class or ask your TA questions.

****If you feel that your mark on the first two reading/writing assignments are satisfactory, you do not have to do the third, and your mark will be adjusted to count only those first two assignments, plus attendance and participation.**

The Course!

Follow the yellow and pink brick road...



Week 1: September 11 [live, zoom lecture]

Introduction to the course.

Decolonizing land-based learning, and decolonizing education through land-based learning.

Story as meaning-making, and meaning-making as material change.

Situating ourselves. Whose land, where on the land, what ecologies do we observe, interact with, embody?

What is 'the land' and therefore what is land-based education?

What is place-based education, does it differ from land-based education?

Starting the conversation 'on the land' (which is...where? We'll discuss that!)

Space and deep sea exploration as frontier-colonialism.

Week: September 18 [live, zoom lecture]

Land-Based Learning. What On Earth are We Talking About?

Joe Sheridan, & Roronhiakewen. "He Clears the Sky" Dan Longboat. (2006). The Haudenosaunee Imagination and the Ecology of the Sacred. *Space and Culture*, 9(4), 365–381.

Lynda H. Schneekloth. "The Frontier Is Our Home." *Journal of Architectural Education* (1984-), vol. 49, no. 4, 1996, pp. 210–25. *JSTOR*, <https://doi.org/10.2307/1425294>. Accessed 4 Aug. 2023.

How is 'the land' socially constructed? How is social construction itself understood in Indigenous cultures?

Why did I pick images from *The Shining* and Barbie to describe something about land and place-based learning?

Week 3: September 25 [Recorded lecture, Asynchronous]

Dance the Night Away! Barbie (2023), representation, and Place-Making!

Gardner Seawright (2014) Settler Traditions of Place: Making Explicit the Epistemological Legacy of White Supremacy and Settler Colonialism for Place-Based Education, *Educational Studies*, 50:6, 554-572.

Elizabeth Henry. A Search for Decolonizing Place-Based Pedagogies: An Exploration of Unheard Histories in Kitsilano Vancouver, B.C. *Canadian Journal of Environmental Education*. <https://files.eric.ed.gov/fulltext/EJ1061837.pdf>

***Assignment 1 due**

Week 4: October 2 [live, zoom lecture]

Ghosts and Hauntings I: Institutionalization, Dislocation, and Land

Burch, Susan. "'Dislocated Histories': The Canton Asylum for Insane Indians." *Women, Gender, and Families of Color*, vol. 2, no. 2, 2014, pp. 141–62. *JSTOR*, <https://doi.org/10.5406/womgenfamcol.2.2.0141>. Accessed 4 Aug. 2023.

Mihesuah, Devon. Becoming Insane: The Death of Arch Wolfe at the Canton Asylum for Insane Indians. *Disability Studies Quarterly*.

Discussing the Ottawa Jail Tour. If I can make it there!

Week 4: October 9 [No class!]

Week 5: October 16 [Recorded lecture, Asynchronous]

Civilizing (Wilderness) Places

Renée L. Bergland. *The National Uncanny : Indian Ghosts and American Subjects*, University Press of New England, 2000. Chapter 1.

Rothenburger, S. (2010). "Welcome to civilization": Colonialism, the gothic, and Canada's self-protective irony in the Ginger snaps werewolf trilogy. *Journal of Canadian Studies*, 44(3), 96-117,204.

***Assignment 2 due**

Week 6: October 23

Fall Break!

Week 7: October 30 [live, zoom lecture]

Liminal spaces: on memory, belonging and uncertainty.

Links for your readings for this week:

<https://museemagazine.com/features/2020/11/1/the-cult-following-of-liminal-space>

<https://atmos.earth/queer-two-spirit-indigenous-identities/>

How places become remade through nostalgia. In which the shopping mall of the 1980s, now abandoned, becomes a kind of recolonized/recolonizing place.

Week 8: November 6 [live, zoom lecture]

Time time time, see what's become of me...

Heather Davis and Zoe Todd. On the Importance of a Date, or, Decolonizing the Anthropocene. *ACME*, 16(4). <https://acme-journal.org/index.php/acme/article/view/1539/1303> (found at this link).

Week 9: November 13 [Recorded Lecture, Asynchronous]

Ground Control to Major Tom: Science-Fiction, land and futurity

The Settler Logics of Outer Space. <https://www.societyandspace.org/articles/the-settler-logics-of-outer-space>

Kyle P. Whyte. Indigenous Science (Fiction) for the Anthropocene: Ancestral Dystopias and Fantasies of Climate Change Crises. *Nature and Space*, vol. 1, num. 1-2, 2018. pp. 224-242.

Week 10: November 20 [live, zoom lecture]

Food Security and Place-Making

<https://bioneers.org/jeremy-narby-living-responsibly-biosphere-ztvz1802/>

Terre Ryan. 2007. The Nineteenth-Century Garden: Imperialism, Subsistence, and Subversion in Leslie Marmon Silko's *Gardens in the Dunes*. *Studies in American Indian Literatures*, 19(3): 115-132.

Winona LaDuke. Seeds of Our Ancestors, Seeds of Life. <https://www.dailygood.org/story/2042/seeds-of-our-ancestors-seeds-of-life-winona-laduke/>

Week 11: November 27 [live, zoom lecture]

Ghosts and hauntings II: Decolonization and identity formation in land-based education

Cameron, E. (2008). Indigenous Spectrality and the Politics of Postcolonial Ghost Stories. *Cultural Geographies*, (15), 383-393.

Cynthia Sugars. *Canadian Gothic: Literature, History and the Spectre of Self-Invention*. University of Wales Press. *Local Familiars: Gothic Infusion and Settler Indigenization*. Chapter 4.

Touring the (Supposedly Haunted) Mackenzie King Estate.

Week 12: December 4 [live, zoom lecture]

Creepypastas and Terrifying Nostalgia

creepypastas and new forms of storying place (cyber-spaces as 'outer space')

Elfin, Jackson. Incursion into W*ndigo Territory. Ball State University's Digital Literature Review. Historic Hauntings and Modern-Day Manifestations. Volume 1, 2014.

***Assignment 3 due**

Week 13: December 8 [live, zoom review]

Review of course! Why did we talk about ghosts so much? What are the issues with appropriating stories of place in order to create a kind of gothic tradition for settler society? How are places created in the form of ideas, stories, etc?

***Attendance self-assessment due**

****Note it's best if all due-dates are met by 11:59pm on the day the assignment is due. However, submitting the next morning is also fine, since sleep is important.**

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course		DEF = Deferred

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

***** The deadline for withdrawal from a course without academic penalty is now November 15 for the Fall term**

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

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You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

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).

*The deadline for contacting the Paul Menton Centre regarding accommodation for December examinations (Fall) is **November 15, 2023**.

For pregnancy: 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 ([click here](#)).

For religious obligations: 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](#).

For 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>

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. 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>

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>

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.

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.

Important Dates and Deadlines: Fall 2023

August 29, 2023: Deadline for course outlines to be made available to students registered in full fall, early fall, and fall/winter courses.

September 1, 2023: Last day for receipt of applications from potential fall (November) graduates.

September 4, 2023: Statutory holiday. University closed.

September 5, 2023: Academic orientation (undergraduate and graduate students).

Orientation for new Teaching Assistants.

All new students are expected to be on campus. Class and laboratory preparations, departmental introductions for students, and other academic preparation activities will be held.

September 6, 2023: Fall term begins. Full fall, early fall, and fall/winter classes begin.

September 12, 2023. Last day for registration and course changes (including auditing) in early fall courses.

September 19, 2023: Last day for registration and course changes (including auditing) in full fall, late fall, and fall/winter courses.

Last day to withdraw from early fall courses with a full fee adjustment.

Graduate students who have not electronically submitted their final thesis copy to the Faculty of Graduate and Postdoctoral Affairs will not be eligible to graduate in fall 2023 and must register for the fall 2023 term.

September 22-24, 2023: Full summer and late summer term deferred final examinations will be held.

September 30, 2023: Last day to withdraw from full fall and fall/winter courses with a full fee adjustment.

October 1, 2023: Last day for academic withdrawal from early fall courses.

Last day to request Formal Examination Accommodations for Oct/Nov final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

October 6, 2023: December examination schedule (fall term final and fall/winter mid-terms) available online.

October 9, 2023: Statutory holiday. University closed.

October 13, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early fall term undergraduate courses, before the official Oct/Nov final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

October 15, 2023: Last day for receipt of applications for admission to an undergraduate degree program for the winter term from applicants whose documents originate from outside Canada or the United States.

October 20, 2023: Last day of early fall classes.

Last day for final take-home examinations to be assigned in early fall courses, with the exception of those conforming to the examination regulations in the Academic regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for early fall courses.

October 23, 2023: Deadline for course outlines to be made available to students registered in late fall courses.

October 23-27, 2023: Fall break, no classes.

October 28-29,

November 4-5, 2023: Final examinations in early fall undergraduate courses will be held.

October 30, 2023: Late fall classes begin.

November 10, 2023: Last day to withdraw from late fall term courses with a full fee adjustment.

November 15, 2023: Last day for academic withdrawal from full fall and late fall courses.

Last day to request Formal Examination Accommodations for December full fall and late fall examinations and fall/winter midterm examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.

Last day for receipt of applications for admission to an undergraduate degree program for the winter term.

November 17-19, 2023: Early fall undergraduate deferred final examinations will be held.

November 24, 2023: Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 1, 2023: Last day for receipt of applications from potential winter (February) graduates.

Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.

Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late fall term undergraduate courses, before the official final examination period (see examination regulations in the Academic Regulations of the University

section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

December 8, 2023: Fall term ends.

Last day of full fall and late fall classes.

Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by an instructor as a due date for term work for full and late fall courses.

Last day for receipt of applications for undergraduate degree program transfers for winter term.

December 9, 2023: No classes or examinations take place.

December 10-22, 2023: Final examinations in full fall and late fall courses and mid-term examinations in fall/winter courses will be held. Examinations are normally held all seven days of the week.

December 22, 2023: All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

December 25,
2023 through
January 3, 2024
inclusive:

University closed.