

**Carleton University
Department of Sociology and Anthropology**

Course number/section: SOCI3210 B/INDG3901 A

Academic year/term: Winter 2025

**Course Title: Pop Culture, Indigenous Feminisms and Settler Colonialism.
WEDNESDAY 2:35PM-5:25PM**



Instructor: Dr. Laura Hall (please refer to me by my first name or as Dr. Hall)

Office Hours: by appointment

Email: laurajhall@cunet.carleton.ca Please put the course code into the header of your email. I will try to get back as quickly as possible.

Pre-requisites & Precluded Courses: SOCI 1001 and SOCI 1002, or SOCI 1003 [1.0], or ANTH 1001, or ANTH 1002.

Method of Delivery:

Live lectures. / in person

Course Description and Objectives:

This course will explore popular culture re/framed by settler colonial studies and Indigenous feminism. A settler colonial lens permits the exploration of pop culture as contributing to both the erasure of Indigenous voices and Indigenous resurgence within settler colonial States. Indigenous feminisms critique stories of dominance and erasure while creating space to address resistance through story-ing. The course will address themes including the settler colonial gaze, surveillance, resistance, ghosts, hauntings, fear/madness, savagery and civilization through studies of film, television, literature and social media.

Outcomes:

Students will:

- be able to define, with rigor but not rigidity, Indigenous feminisms, settler colonialism and cultural production.
- be capable of analyzing examples of cultural production from within a framework that is decolonial and intersectional.
- be able to describe the importance of cultural production to family and social systems more generally.

Readings for this course:

Readings will be uploaded onto Brightspace under 'Readings'.

Assignments:1 Participation.

Attend class, come prepared with comments about readings. This is a self-assessed mark. You will reflect on your attendance (did you come to class) and your participation (did you do the readings, did you reflect on them in class in some way, did you take notes during lecture, did you discuss the materials in class with your classmates and professor, etc).

20%

2. Reading Reviews

- a. Writing review assignment. Read 3 readings of your choosing from the course syllabus. Write 7-8 pages about: What the authors' main arguments are, and/or how the readings related to one another. Use proper citations, using a citation guide of your choice (do not use an automatic citation generator), pay close attention to grammar, spelling, etc. Do not use AI for this assignment.
- b. Writing review assignment. Read 3 readings of your choosing from the course syllabus. Write 7-8 pages about: What the authors' main arguments are, and/or how the readings related to one another. Use proper citations, using a citation guide of your choice (do not use an automatic citation generator), pay close attention to grammar, spelling, etc. Do not use AI for this assignment.

40% each

*Rubric for written assignments:

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. Writing will be clear and grammatically correct. For the independent paper, an excellent paper would also start with a clear introduction, introducing your main topic and potentially a central argument.

Very Good (70-84): Summarize and analyze 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. Writing is good, with some room for improvement.

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. Writing needs improvement, but we can work on that!

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.

The Course



Jan. 8th. Week 1.

What do we mean by Indigenous feminisms, intersectional readings, and settler colonial theory? What is settler colonialism and how do we apply an Indigenous feminist lens to its study? Why analyze popular culture or cultural production more generally? How are cultural production and systems of power related? What do we mean when we say that settler colonialism shapes all of mainstream society's storytelling and understandings of itself?

Jan. 15th. Week 2.

Settler Colonialism and the Civ/Sav Construct: The Taylor Swift Lecture.

Erin Morton. Of Folksongs and Feral Children: Taylor Swift's White Settler Womanhood.

Carotenuto, M. (2015). Taylor Swift's White Colonial Romance. <https://daily.jstor.org/taylor-swift-white-colonial-romance/>

Claire Ollivain. 2020. Cottagecore, colonialism and the far-right. On the darker side of our obsession with picnics and cottages. <https://honisoit.com/2020/09/cottagecore-colonialism-and-the-far-right/>

Jan. 22nd. Week 3.

Settler Colonialism and Television I: *Buffy the Vampire Slayer* (1997)

Hautsch, J. (2011). Staking Her Colonial Claim: Colonial Discourses, Assimilation, Soul-making, and Ass-kicking in *Buffy the Vampire Slayer*.

Dominic Alessio (2001) "Things are Different Now"?: A Postcolonial Analysis of *Buffy the Vampire Slayer*, *The European Legacy*, 6:6, 731-740.

Piper, K. (2007). Inuit Diasporas: Frankenstein and the Inuit in England. *Romanticism*, 13(1), 63-75.

January 29th. Week 4

Unsettling Settler Colonialism and Television II: *Yellowjackets* (2021-)

Zika, "Cannibalism and witchcraft in early-modern Europe: reading the visual images," *History Workshop Journal*, Vol 44, 1997, pp 77–105.

Eflin, Jackson. "Incursion into Wend[*]go Territory." *Digital Literature Review* 1 (2014): 9–19. <https://doi.org/10.33043/DLR.1.0.9-19>.

First Writing Assignment due

Feb. 5th. Week 5.

Settler Colonialism, the 'Burbs (1989) and *Palm Royale* (2024)

Gesa Mackenthun. Haunted Real Estate: The Occlusion of Colonial Dispossession and Signatures of Cultural Survival in U.S. Horror Fiction. *Amerikastudien / American Studies*, 1998, Vol. 43, No. 1, Media and Cultural Memory (1998), pp. 93-108.

Veracini, Lorenzo. Suburbia, Settler Colonialism and the World Turned Inside Out. *Housing, Theory and Society*, 29, 4, 2012. P. 339-357.

Feb. 12th. Week 6.

Settler Colonialism and 2SLGBTQ Representation in *Love Lies Bleeding* (2024).

Ross, Luana. "Introduction: Settler Colonialism and The Legislating Of Criminality". *American Indian Culture And Research Journal* 40 (1): 1-18.

Feb. 19th. Week 7: no classes, Winter Break

Feb. 26th. Week 8.

Settler Colonialism, the Frontier in *Twister* (1996) and *Twisters* (2024).

Launius, Sarah, and Geoffrey Alan Boyce. 2020. "More than Metaphor: Settler Colonialism, Frontier Logic, and the Continuities of Racialized Dispossession in a Southwest U.S. City." *Annals of the American Association of Geographers* 111 (1): 157–74.
doi:10.1080/24694452.2020.1750940.

Arvin, M., Tuck, E., Morrill, A. (2013). Decolonizing Feminism: Challenging Connections Between Settler Colonialism and Heteropatriarchy. *Feminist Formations*, 25(1), 8-34.

March 5th. Week 9.

Settler Colonialism and the Family in *Scream* (1996-) and *Barbie* (2023).

Valerie Wee (2006) Resurrecting and Updating the Teen Slasher: The Case of *Scream*, *Journal of Popular Film and Television*, 34:2, 50-61.

Morgensen, Scott Laurie. (2010). Settler Homonationalism. Theorizing Settler Colonialism within Queer Modernities. *GLQ* 16:1-2.

March 12th. Week 10.

Settler Colonialism and More-Than-Human Relations in the Gothic

Ganz, Shoshannah. Margaret Atwood's Monsters in the Canadian ecoGothic. *EcoGothic*, Andrew Smith and William Hughes Eds. 2013.

Burnham, Michelle. Is There an Indigenous Gothic? Crow, Charles L. *A Companion to American Gothic*. p.225-235.

Franck, K. 'The Worst Loups-Garous that One Can Meet': Reading the Werewolf in the Canadian 'Wilderness.' *Gothic Studies*, 22(1), 64-80.

March 19th. Week 11.

Fantasies of Reverse Colonization: *The Lost Boys* (1987) and *Fright Night* (1985)

Living Nightmares: An insurgence of Indigenous horror rouses the haunting spectres of settler colonialism. <https://quillandquiere.com/omni/living-nightmares-an-insurgence-of-indigenous-horror-rouses-the-haunting-spectres-of-settler-colonialism/>

Yannick Marshall. There is no 'Relatively Benign' version of settler colonialism. *Black Perspectives*. <https://www.aaihs.org/canada-is-not-a-relatively-benign-version-of-settler-colonialism/>

March 26th. Week 12

Settler Colonialism and Science-Fiction

Lorenzo Veracini, Settler Evasions in *Interstellar* and *Cowboys and Aliens*: Thinking the End of the World is Still Easier than Thinking the End of Settler Colonialism.

Smiles, Deondre. 2020. The Settler Logics of (Outer) Space.
<https://www.societyandspace.org/articles/the-settler-logics-of-outer-space>

Nancy S. Love. 2020. Shield Maidens, Fashy Femmes, and TradWives: Feminism, Patriarchy, and Right-Wing Populism.
<https://www.frontiersin.org/journals/sociology/articles/10.3389/fsoc.2020.619572/full>

Second Writing Assignment due

April 2nd. Week 13

Review

Attendance self-assessment due (write about your work as a student to show up, prepared with readings read, with constructive questions or discussion points).

Additional Information

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/>

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

Academic Accommodations:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

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 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*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for February/March examinations is **February 1, 2025** and **March 15, 2025** for April examinations.

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

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

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: www.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>

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

Assistance for Students:

Mental Health: As a 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. For more information, please consult <https://wellness.carleton.ca/>

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- 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.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your

valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

WINTER TERM 2025 – Important Dates and Deadlines

Date	Activity
December 30, 2024	Deadline for course outlines to be made available to students registered in full winter and early winter term courses.
January 3, 2025	University reopens.
January 6, 2025	Winter term begins. Full winter and early winter classes begin.
January 10, 2025	Last day for registration and course changes (including auditing) in early winter courses.
January 17, 2025	Last day for registration and course changes (including auditing) in full winter and late winter courses.
	Last day to withdraw from early winter 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 winter 2025 and must register for the winter 2025 term.
January 24-26, January 31-February 2, 2025	Full fall and late fall term deferred final examinations will be held.
January 31, 2025	Last day to withdraw from full winter courses and the winter portion of fall/winter courses with a full fee adjustment.
February 1, 2025	Last day for academic withdrawal from early winter courses.
	Last day to request Formal Examination Accommodations for Feb/Mar 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.
February 7, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in early winter term undergraduate courses, before the official Feb/Mar final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).

February 14, 2025	Last day of early winter classes.
	Last day for final take-home examinations to be assigned in early winter 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 an instructor as a due date for term work for early winter courses.
	April examination schedule available online.
February 17, 2025	Statutory holiday. University closed.
	Deadline for course outlines to be made available to students registered in late winter courses.
February 17-21, 2025	Winter break, no classes.
February 22-23, March 1-2, 2025	Final examinations in early winter undergraduate courses will be held.
February 24, 2025	Late winter classes begin.
March 1, 2025	Last day for receipt of applications to Bachelor of Architecture, Bachelor of Industrial Design, Bachelor of Information Technology (Interactive Multimedia and Design), Bachelor of Music and Bachelor of Social Work degree programs for the fall/winter session.
	Last day for receipt of applications for admission to an undergraduate program for the summer term.
	Last day for receipt of applications for admission from candidates who wish to be guaranteed consideration for financial assistance (including Carleton fellowships, scholarships and teaching assistantships) administered by Carleton University. Candidates whose applications are received after the March 1 deadline may be considered for the award of a fellowship, scholarship or teaching assistantship (Graduate students only).
March 7, 2025	Last day to withdraw from late winter term courses with a full fee adjustment.
March 14-16, 2025	Early winter undergraduate deferred final examinations will be held.

March 15, 2025	Last day for academic withdrawal from full winter, late winter, and fall/winter courses.
	Last day to request Formal Examination Accommodations for April full winter, late winter, and fall/winter 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.
March 25, 2025	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in full winter term or fall/winter undergraduate courses, before the official April final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
April 1, 2025	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
	Last day for receipt of applications for admission to an undergraduate degree program for the fall/winter session from applicants whose documents originate from outside Canada or the United States, except for applications due March 1.
	Last day for receipt of applications from potential spring (June) graduates.
	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in late winter 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).
April 8, 2025	Winter term ends.
	Last day of full winter, late winter, and fall/winter classes.
	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 winter and late winter courses.
April 9-10, 2025	No classes or examinations take place.
April 11-26, 2025	Final examinations in full winter, late winter, and fall/winter courses will be held. Examinations are normally held all seven days of the week.