

FACULTY OF ARTS  
DEPARTMENT OF ENGLISH  
COURSE OUTLINE

**ENGL 201 (Sec. 03)**

**2SQ Indigeneity**

**Instructor:** Joshua Whitehead

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**Office hours:** Wednesday, 11:30-12:30 p.m.

**Winter 2019**

**Monday, Wednesday, Friday**

**10:00-10:50 a.m.**

**ST 130**

**Course Description:**

In our current post-Residential, pro-TRC cultural moment we bear witness and are accountable to a wave of 94 calls to action demanding that reconciliation include the revitalization of FNMI (First Nation, Metis, and Inuit) languages and cultures, access to health care, legal equity, access to education, and the historicization of Indigeneity within Mikinaakominis's museums and archives (Turtle Island). That being said, within the TRC we see no direct call for Two-Spirit and/or queer Indigenous (2SQ) peoples. In fact, within each subheading we see instances of lateral violence that delimit and dispossess 2SQ folks from reconciliation via an intersection of toxic masculinity, ingrained colonization, cultural genocide, and traumatization of sex and sexuality in residential schools. Under the subheading of "Health," for example, there is no reference to sexual/reproductive health (including venereal diseases such as HIV/AIDS); within legal equity we bear no witness to the incarceration and criminalization of 2SQ sex workers, nor do we see an active attempt to label MMIW as it rightfully is within Indigenous grassroots activism, that is, MMIWG2S; and under the heading of education and historicization we once again see no mention of healthy 2SQ narratives that might contribute to the ongoing conversation about the disappearance and deaths of 2SQ youth (e.g. the Attawapiskat, Pine Ridge, and Alaskan suicides). Moreover, within the broader culture's identity categories of LGBTQ+, 2SQ identities are again displaced; their hi/stories are actively dismantled and re-augmented as veneers for white settlers to proclaim their queerness, and their queer utopias are often situated upon unceded/stolen territories (re: Toronto's 2016 Pride Festival and the intersectional work of Black Lives Matter with Indigenous activists, Jason Mraz and Joseph Boyden naming themselves 2S, and the Orlando Pulse Shooting).

Our class will track 2SQ Indigeneity in ways that allow us to write, think, and read against the colonial and lateral violences that displace their bodies, sexualities, histories, and identities through a variety of cultural texts that are heterogeneous and intersectional. Through such a reading we can begin the much needed work to help rightfully reconcile not only settler C/Kanadians and FNMI (First Nation, Métis, Inuit) peoples, but also do the much needed work of native-to-native reconciliation by historicizing 2SQ Indigeneity and contributing to its survivance in the now amidst waves of intergenerational trauma.

This introductory course will highlight important questions pertaining to Indigenous sexualities, genders, and sexes outside of, beyond, and sometimes aligned with Western conceptions of LGBTQ+. We will begin by unpacking the pan-conceptualization of Two-Spirit and queer Indigenous identities (2SQ) and instead locate it within the specific regional, cultural,

and sovereign nations from which they emerge. We will think heavily on how 2SQness became/becomes traumatized from Christianity, contact, internal colonization, and intergenerationally and how it is becoming resurgent through contemporary and hi/historical literature and various cultural texts. We will then ponder where 2SQness sees itself going futuristically in conjunction with Can Lit and American Lit including possible conversations with two of the storytellers themselves. Students will develop a critical and decolonial understanding of queer and trans Indigeneity within its current colonized state as well as build a vocabulary of terminologies, both literary and linguistic, to use as lenses of analyses for the texts we will undertake. This class will take upon a breadth of texts that disrupt borders, time periods, and genres from a variety of peoplehoods such as: the Cree (incl. Plains and Driftpile), Cherokee, Lumbee, Osage, Inuk, Kumeyaay, Métis, Mojave, Ojibwe, Anishinaabe, and non-Indigenous.

### **Required texts:**

1. Wagamese, Richard. *Indian Horse*. (Douglas and McIntyre, 2012).
2. Dimaline, Cherie. *The Marrow Thieves*. (Cormorant Books, 2017)
3. Benaway, Gwen, *Holy Wild* (Book\*hug P, 2018)
4. Diaz, Natalie. *When My Brother was an Aztec*. (Copper Canyon P, 2012).
5. Belcourt, Billy-Ray, *This Wound is a World* (Frontenac House P, 2017)
6. An assortment of painting, film, and essay all of which are available online (see reading schedule for details and links)

### **Assignments and Evaluation:**

#### **Short Essay (1000 words, 20%):**

For this assignment you will take a section that peaks your interest from the Truth and Reconciliation Commission to do a short but concise reading of a cultural text (film, song, poem, video game, art, podcast, news clipping, university class, etc). You will use the knowledge gained from the call to action to do a decolonial analysis of the lack or benefit of that text and how it contributes to the ongoing decolonial triumphs of Indigenous peoples on Turtle Island. For example, you may use the TRC to analyze an Idle No More flash dance or use it to talk about something as topical such as Trudeau's purchase of the \$4.5 billion dollar of Kinder Morgan pipeline or Standing Rock. Ideally, your paper will demonstrate an understanding of decolonization, literary analysis, and more importantly, your ability to read the historical legacies coalesced within each narrative.

#### **Reading Responses (3 x 250 words, 15%)**

Throughout the term you will be responsible for filling out a short analysis of the texts covered in class. Each response will be approximately 250 words. This assignment will be a practice in brevity, close reading, and literary analysis. Your entries must be written in the first person, focused on thinking both theoretically and literarily, and analyzing a brief passage from the texts we've read up until that point. The topic of discussion is yours to make albeit about: 2SQness, Indigenous livelihoods, decolonization, and/or any topic that may have interested you within that text. There will be three responses scheduled throughout the term and you must pick a text read prior to, but within, its due date timeframe. Each assignment will be marked out of five percent. No primary text may be written about twice. Each response is due at the beginning of the class as

a hardcopy submission. If you know you will be away during the due date, exceptions will be made for students to submit electronically with the instructor's permission.

### **In-Class Quizzes (15%)**

Throughout the term you will be asked to do four in-class quizzes that will have to do with the class readings. This assignment is meant to show that you have read and understood the course texts. The questions asked will be cumulative depending on the texts that preceded, meaning, there may be three to four texts available to be tested upon during each quiz. While there are four assigned quizzes, your lowest grade will be dropped when it comes to the final grade of this assignment. Each assignment will be marked out of 5% for a total of 15% of your final grade. Each quiz will be assigned randomly without warning, so please make sure you have read the assigned texts prior to the beginning of class. Please note that extensions will not be permitted except under exceptional (i.e. emergency, medical, ceremonial) circumstances.

### **Creative Project (1000 words, 20%)**

Throughout the term you will be responsible for creating a creative response to a concept, theory, visual, dialogue, or text from the class. This assignment is for you to take the time to introspect, as a creative person (remembering that writing an essay is just as creatively rigorous as writing a poem), and to apply those thoughts in the medium of your choice. You are free to pick any genre you wish to respond within: personal essay, poetry, prose, comic, artwork, photography, picture book, song, play, podcast, recipe, dance, etc. You are free to work alone or in groups (max. 4). If you do choose to work within a group, each member will receive the same grade regardless of the amount of effort put in by each. Ideally, your assignment will demonstrate an understanding of the texts/theories and an application of those into the medium of your choice. Ideally your assignment will fall within a ten-minute reading maximum, which equals to about **750 words** (it is highly recommended that any project not bound to paper will be discussed with the instructor prior to its undertaking). In addition, a short exegesis of approximately **250 words** will be required which will demonstrate your research and application of the skills learned in class. In addition, adequate time for research will be assigned. A rubric and more detailed descriptions will be distributed in class closer to the date.

### **Final Exam (30%)**

Closed book and registrar-scheduled. Students must be available for the entire exam period (Dec. 11-21). Please see the Academic Schedule:

<http://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>

### **Assignment Policies:**

- Assignments submitted after the deadline will be penalized with the loss of a third of a grade (an A- to B+) for each business day that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor. Extensions are only granted under exceptional circumstances but please do inform me in advance of the deadline if something does arise.
- Please make every effort to take assignments directly to the instructor. If it is not possible to do so, take your assignment to SS 1152 and put it in the dropbox. Your assignment will be date-stamped and placed in the instructor's mailbox. It is your responsibility to

keep a copy of all assignments in case of loss by any cause. Assignments cannot be returned by staff in the department office.

- All assignments will be submitted as a hardcopy in person. Should your assignment be not bound to paper, such as with the creative project, alternative electronic submission methods will be made.
- You must complete the final exam in order to qualify for a passing grade.
- There will be no assignments given for extra credit.
- For university regulations on attendance, see:  
<http://www.ucalgary.ca/pubs/calendar/current/e-3.html>

### **Grading System:**

The University of Calgary's four-point Grading System, as described in the Calendar (<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>) will be used in this course.

All assignments in this class will receive a numerical grade to be converted using the following scale:

90 + % A+ 4.0

85 – 89 % A 4.0

80 – 84 % A- 3.7

77 – 79 % B+ 3.3

74 – 76 % B 3.0

70 – 73 % B- 2.7

67 – 69 % C+ 2.3

64 – 66 % C 2.0

60 – 63 % C- 1.7

55 – 59 % D+ 1.3

50 – 54 % D 1.0

0 – 49 % F 0

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Although the A+ is solely an honorific that entails no additional points in the 4-point system, I will employ this mark to distinguish superlative work that exceeds expectations in style,

correctness, intellectual depth and breadth, sophistication, and originality. **Please do not contact me to request an adjustment to your final grade unless (1) you suspect I have made an error, or (2) you are planning to formally appeal your results.**

### **Classroom Policy on Electronic Devices, Email, and Internet Use:**

You are welcome to use electronic devices in class. However, please be mindful to use your devices appropriately: checking Facebook, sending personal messages, and other online activities unrelated to class distracts you and those around you. Cell phones should be stowed in a pocket/bag during class time, unless they are required for an activity or you are expecting an important phone call. Should I happen to observe you using a device in a way that contravenes this policy, I will politely remind you of its tenets.

Please check D2L and email regularly for updates, assignment instructions, and other course related information. Email is the best way to contact me. Although I do my best to respond to emails promptly, please allow up to 48 hours for a response. I will not summarize class discussion or lectures through email— if you miss class, please gather any missing information from your fellow students. Email is not a substitute for attending class or office hours.

### **Plagiarism:**

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-5.html>

### **Scribe and Muse Club for English Students:**

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

### **English Department Website:**

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

### **Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

**Library and Research Support:**

Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: [maboyn@ucalgary.ca](mailto:maboyn@ucalgary.ca).

Find The English Pages research guide here:

[https://library.ucalgary.ca/sb.php?subject\\_id=52619](https://library.ucalgary.ca/sb.php?subject_id=52619)

Follow the Department of English on Facebook & Twitter: 

**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the

University Calendar is <http://www.ucalgary.ca/pubs/calendar/current/index.htm>

**Grade appeals:**

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

**Deferral of term work and final examinations:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>

<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

**Student Accommodations:****ACADEMIC ACCOMMODATIONS**

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

**Emergency Evacuation/Assembly Points:**

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

**Freedom of Information and Protection of Privacy Act:**

<http://www.ucalgary.ca/legalservices/foip>

**“Safewalk” Program:**

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

**Faculty of Arts Program Advising and Student Information Resources:**

Have a question, but not sure where to start? The new Arts Students' Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

**Contact for Students Union Representatives for the Faculty of Arts:**

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)

**Contact for Students Ombudsman's Office:** <http://www.ucalgary.ca/provost/students/ombuds>

**Universal Student Ratings of Instruction (USRI):**

"At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys."

**PLAGIARISM**

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,



- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

## **DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT**

According to the University Calendar, <http://www.ucalgary.ca/pubs/calendar/current/j.html>

“The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, . . . , to respect, appreciate, and encourage diversity, [and] to display care and concern for community”. The Department of English, like the university as a whole, is committed to a “positive and productive learning and working environment.” This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that “seriously disrupts the lawful education and related activities of students and/or university staff”. Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.