



COURSE TITLE: Global Indigenous Literatures			
Course Number	ENGL 251		FALL 2020
Faculty / Department	Faculty of Arts/Department of English		
Instructor Name	Mahmoud Ababneh	Email	Mahmoud.ababneh@ucalgary.ca
Instructor Email Policy	I am happy to respond to specific questions within two business days. I will not summarize lectures or restate information that is already mentioned in the course outline.		
Office Location	Working remotely	Telephone No:	
Office Hours	W 11:00-12:00 via Zoom or by appointment		
Class Dates/Times/Location	MWF 10:00-10:50		

Course description:

This course will examine global Indigenous Literatures, their interconnectedness and resistance to colonial discourse. There will be a particular focus on the works of Indigenous authors from Turtle Island and Palestine. As many of the histories and contexts that inform this course are unfamiliar and challenging, we, as a community, will engage in a process of filling in knowledge gaps about Indigenous texts and contexts. Therefore, analysis of Indigenous contemporary novels, short stories and comics will be juxtaposed with various forms of media, articles and government policies. We will begin by identifying and researching basic terminologies and histories that facilitate and enlighten the reading of the literary materials. We will address issues such as narrating Indigenous histories through literature and its relation to settler-colonial mainstream history. It becomes essential for this process of (un)learning to reflect on and critique what we know, or think we know, about Indigenous peoples at home and around the world. In doing so, the course sets up an approach to introduce students to critical readings and, logical and persuasive writings that are required at this level. Along with these skills, there will be an introduction to research and documentation methods.

Course delivery:

The course will be delivered in a synchronous context. We will be using both Zoom and Slack. This means that students must be available during the course dates and times that are already timetabled. In case of absence, it is necessary for students to propose an activity that shows their effort to make up for what they missed. Wednesdays will be for our Zoom meetings; however, we might use Mondays and Fridays if we need extra Zoom sessions. Mondays and Fridays will be mostly on slack during the scheduled time.

Course notes:

- The texts that we discuss in this class can be uncomfortable to some for different reasons. The texts that we are reading sometimes describe war, violence, and controversial ideological and geopolitical issues.
- Zoom sessions will not be recorded for this course.

Course Learning Outcomes:

By the end of this course, students are expected to be able to:

- Critique and evaluate what they know about global Indigenous communities.
- Analyze and close read literary texts within the political and historical contexts that inform it.
- React to and actively participate in group discussions that aim to challenge our taken-for-granted assumptions about colonial history.
- Demonstrate an ability to reflect on the connection between the texts and their contexts. This is a necessary process as it responds to the way Thomas King, for instance, describes Indigenous stories. For King, stories are not only a reflection of reality and a contribution to “our sense of who we are, [but also] stories are who we are.”
- Implement the course terminologies and technical terms to clearly articulate forms of interconnectedness—or dissimilarities—between various texts, policies or/and histories.
- Critically and persuasively integrate the researched materials into the analysis of the literary texts.

Texts and readings:

(All the textbooks are available on Amazon and the Ucalgary bookstore in both paperback and e-book editions).

Kateri Akiwenzie-Damm et al (2019). *This Place: 150 Years Retold*.

Susan Abulhawa (2007, 2010) *Mornings in Jenin*.

Sophie McCall et al (2017). *Read, Listen, Tell: Indigenous Stories from Turtle Island*.

A collection of articles, films and documents (by the UN and the Canadian Government) all of which are available free online. (Links and resources will be in the reading schedule and posted on D2L and Slack).

*LEARNING TECHNOLOGIES AND REQUIREMENTS

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). There is also a Slack discussion group (After our first Zoom meeting, I will send all students an invitation link for joining.) Students might also be asked to watch films and documentaries on streaming services such as Netflix and Kanopy.

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection (ethernet connection is preferable).

Most current laptops will have a built-in webcam, speaker and microphone.

Assignments and Evaluation:

1- Readers' reflection and response 4 x 5% (20%)

Over the course of this term, you will be required to prepare four brief responses. Each of these responses should be written in plain language but should nonetheless thoroughly and critically engage with the assigned reading. Students will reflect on the literary, theoretical and historical concepts they

study and how these concepts support, challenge or expand on what they already know or previously learned. These responses must be submitted to the D2L DROPBOX on the dates provided in the reading schedule. Each response is worth 5% of your final grade. An assessment rubric and additional instructions will be provided in class. Additionally, students are expected to write no more than 500 words for each of these responses.

2- Short Close Reading Paper (15%):

Each student will write about 1000-word close reading reflection paper on an assigned text from class. This paper may focus on one text and it must investigate the connections between this text and the historical and political materials studied in class. Full assignment instructions will be provided.

3- Participation (20%)

This includes attending Zoom and Slack sessions. To be successful in this component, it is important to constantly engage with the discussion threads on our class platform (Slack). Further details about participation will be provided (see below). Evidence of active and substantial engagement in this course will include: making comments that consistently demonstrate careful thought and creative analysis, listening actively and responding thoughtfully to your peers. Coming to our sessions fully prepared with specific questions and ideas to share during each class is so important to succeed in this component.

4- Reflection paper (15%)

The paper asks the students to engage with at least two texts from different geographies. The discussion of the paper will focus on the interconnectedness of global Indigenous histories. Additional instructions will be given in class. (1000 words)

5- Final exam (30%)

A registrar-scheduled final exam

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If students miss a class session that is included as a component of participation, they must contact the instructor within 24 hours to discuss options to make-up for that component. Any unexcused absences in excess will reduce the final class participation and attendance grade.

A = Student engages in all activities, and frequently contributes *thoughtful* comments and questions to class discussions that enhance understanding of the material being discussed.

B = Student engages in most of the activities and occasionally offers a comment or question in class.

C = Student engages in some activities and/or class discussions

D = There is little evidence of engagement in class activities and discussions.

Additional Regulations:

- Examinations and Tests for weighting of tests during the last 14 days of lecture may not count for more than 10% of the final grade, except in the case of laboratory or oral testing, take home examinations or terminal projects. This rule does not apply in the fall term to full courses. (Calendar, G. Examinations and Tests: <http://www.ucalgary.ca/pubs/calendar/current/g.html>).

- Please note the recently passed (June 10, 2013) departmental regulation: Instructors of undergraduate courses will provide marked feedback on 40% of a student's final grade (provided students meet posted deadlines) by the following dates: 1) one week before the withdrawal date for half courses; or 2) by the end of the first week of the second term for full courses. Note: Deadlines for the return of work may differ slightly for Spring Term and Block Week courses.
- There will be a Registrar scheduled exam, and it will be Open Book.
- **Students must be available for examinations up to the last day of the examination period December 12 – December 23, 2020.**
<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>
- **All assignments must be completed in order to receive a passing grade.**
- There are no extra credit assignments.
- Make-up assignments, excused absences, and extensions will only be issued by the instructor in the event of extenuating circumstances.
- Assignments must be submitted on the date that they are due. The late penalty for assignments is a third of a grade (an A- to B+) for each day (not business day) that the assignment is overdue. No assignments will be accepted four days past the assignment deadline without the prior consent of the instructor.

CONDUCT

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices during classes should be in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners (such as group chat) during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf>

GUIDELINES FOR ZOOM SESSIONS

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://clearn.ucalgary.ca/guidelines-for-zoom/>.

If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

Zoom sessions will not be recorded for this course. Students may ask their peers for the summary of the classes they missed.

- **Grading system:** In this section provide the following:
 - All components will receive a numerical grade, to be converted using the following scale:

90 + %	A+	4.0	67 – 69 %	C+	2.3
85 – 89 %	A	4.0	64 – 66 %	C	2.0
80 – 84 %	A–	3.7	60 – 63 %	C–	1.7
77 – 79 %	B+	3.3	55 – 59 %	D+	1.3
74 – 76 %	B	3.0	50 – 54 %	D	1.0
70 – 73 %	B–	2.7	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, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

- Details of other scoring systems for individual assignments such as exams, tests or quizzes if letter grades and/or percentages are not used in the first instance.
- How you distinguish between the A and A+ grade (even on the 4-point system).
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- For graduate courses, please refer to the Graduate Grading System at the following link: <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-h-1.html>

- There is no D- grade.

Please note that, according to the University Calendar

(F.1) <https://www.ucalgary.ca/pubs/calendar/current/f-1.html>, 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 four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.

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.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <https://arts.ucalgary.ca/english>. 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: maboyd@ucalgary.ca.

Find The English Pages research guide here:

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://www.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://www.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. You can also visit the Faculty of Arts website at

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

***RESEARCH ETHICS (if applicable)**

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

***INSTRUCTOR'S INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

***FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

***COPYRIGHT LEGISLATION**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

***MEDIA RECORDING (if applicable)**

Please refer to the following statement on media recording of students: https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

***Media recording for lesson capture**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

***Media recording for self-assessment of teaching practices**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***Media recording for the assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence,

including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

***OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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). 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://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/m-1.html>.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar; <https://www.ucalgary.ca/pubs/calendar/current/k-2.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.