



English 3680G (570)  
Winter 2026  
Indigenous Literatures of Turtle Island

**Course Information:**

**Calendar Description:** This course will introduce students to a diverse range of Indigenous practices from Turtle Island (North America), which may include oral narratives, literature, and visual and performance arts. Students will consider how these practices both shape and are shaped by specific historical and geographical contexts.

**Prerequisite(s):** At least 60% in 1.0 of English 1020-1999 or Indigenous Studies 1020E or permission of the Department.

**Anti-requisite(s):** Indigenous Studies 3880F/G.

**Extra Information:** 3 hours.

**Course Weight:**0.50      **Breadth:** Category B

**Subject Code:** ENGLISH

Notice: Unless you have either the requisites for this course (fulfilment of pre-requisites, no anti-requisite conflicts), or special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary pre-requisites.

## Indigenous Literatures of Turtle Island Course Outline

Instructor: Sara Mai Chitty

Course Materials Cost: ~\$103

### **Course Description:**

This course will engage with concepts and practices of storytelling from several distinct Indigenous nations across Turtle Island (North America) while considering the many shapes that Indigenous storytelling takes, including oral narratives, literature, and film. In so doing, we will reflect upon what it means to learn with and from Indigenous stories, rather than merely learning “about” them. In many Indigenous communities, stories are an important way of teaching—they transmit knowledges and histories and offer powerful insights about how to live in good relation with each other and the world around us.

### **Course Objectives:**

- To introduce students to and/or enrich their experiences of learning with and from Indigenous storytelling arts from Turtle Island.
- To consider how engagements with Indigenous literary and cultural production are enhanced by an attention to Indigenous ways of knowing and, in particular, Indigenous practices of storytelling and their vital importance to many Indigenous communities.
- To consider the relationship between socio-historical contexts and Indigenous literatures.
- To assist students in honing their critical thinking skills through in-class discussions and analyses of literary and cultural texts.
- To foster the development and honing of students’ writing and communication skills through the provision of feedback on the writing process as well as the finished product
- To foster the development of students’ distinctive intellectual voices and perspectives through the consideration of self-location and self-reflexivity as part of ethical engagements with Indigenous stories

### **Course Materials:**

All of these texts are available in a variety of formats – online and print media. Choose the format that you prefer. Course texts are generally available wherever books are sold. The following prices and places to purchase course texts in print are included below for guidance:

### **Required Texts:**

- *Bad Indians Book Club* – Patty Krawec \$26 from [Good Minds](#)
- *We Are the Medicine* – Tasha Spillet \$21.95 from [Strong Nations](#)
- *Nedi Nezu* – Tenille Campbell \$21.95 from [Arsenal Pulp Press](#)
- *Moon of the Crusted Snow* – Waubegeshig Rice \$22.95 from [Good Minds](#)

- All other texts and sources will be available in chapters via OWL or eBook via Western Libraries (Online)

**Mode of Instruction:**

Mondays & Wednesdays 1-2:30 pm.

This course is delivered in person, within the ancestral territory of the Anishinaabe, Haudenosaunee and Lenape Nations on King's University College campus, adjacent to Deshkan Zibiing, or Antler River.

The expectation is that students will come prepared, having read most of the lecture material ahead of class. Classes will be a mix of participatory activities, discussion and lecture components.

Quiz Days are indicated in the syllabus and **can only be completed day of**, unless accommodations or alternative arrangements have been made ahead of time.

Course delivery may shift to accommodate experiential learning opportunities or to engage in online materials. Instruction may be collapsed into one day to allow for field trips or excursions; moved to relevant locations on or off campus; and/or delivered online or a-synchronously. Instructions and adequate time to prepare will be explicitly given when class location and/or times are adjusted.

**Office Hours:**

Mondays 2:30-3:30 or by appointment. Virtual or in person.

**Course Outline:**

Week 1: January 5, 8

We Are the Stories We Tell – Intro to Indigenous Storytelling

- *Bad Indians Book Club* – Chapter One and Introduction
- Indigenous Storywork – Joanne Archibald: Preface, Ch 1, Ch 2
- Greg Younging, "Chapter 2: A history of the portrayal of Indigenous Peoples in Literature"
- Greg Younging, "Chapter 6: Terminology" (This reading is available in the "Course Readings" folder in the "Resources" section of the course OWL site. For this reading, students are welcome to skim this chapter, making note of which terms Younging considers appropriate and which he considers inappropriate.)

Week 2: January 12, 14

Engaging with Indigenous Stories

- Indigenous Storywork – Joanne Archibald: Ch 3, 4
- Nanabush Stories – pg 1-22 [Some Myths and Tales of the Ojibwe of Southeastern Ontario collected by Paul Radin](#)
- “Check that Tag on that Indian Story” – Chapter 10; Chelsea Vowel, Indigenous Writes
- *Bad Indians Book Club* – Chapter One and Introduction

Week 3: January 19, 21

Stories from the Land

- Warren Cariou, “Terristory: Land and Language in the Indigenous Short Story—Oral and Written”
- “Nishnaabeg Resurgence: Stories from Within.” Leanne Betasamosake Simpson -- *Dancing On Our Turtle’s Back*
- *Bad Indians Book Club* – Chapter Two
- Mbwaach'idiwag (“they visit with each other”), podcast episode “Walking Along Deshkan Ziibing with Summer Bressette” (available here: <https://mbwaachidiwag.libsyn.com/mbwaachidiwag-walking-along-deshkan-ziibing-with-summer-bressette>) (If possible, please take a walk or sit outside while listening to this podcast.)

Week 4: Field Trip January 28, 2026

No class Monday – meet at the field trip location on Wednesday, January 28, at 1:00pm until 4pm.

**Read:** Museum Indians by Susan Powers (OWL)

Week 5: February 4, 7

Stories of Resistance

- *A Short History of the Blockade* – Leanne Simpson
- Emma Battell Lowman and Adam J. Barker, “Canada and Settler Colonialism” (Students are only required to read pages 24-39.)
- *Bad Indians Book Club* – Chapter Three
- *500 Years of Resistance*, Gord Hill
- Alanis Obomsawin, dir., *Kanehsatake: 270 Years of Resistance* (available here: [https://www.nfb.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance/](https://www.nfb.ca/film/kanehsatake_270_years_of_resistance/)). Please watch the entire film prior to class.

- January Rogers, “Forever” ([Live Poetry Performance](#))

Week 6: February 9, 11

Horror Stories

- “Dark Matters” – Alicia Elliot, *A Mind Spread Out on the Ground*
- Tick Talk – Cherie Dimaline; *Never Whistle At Night*
- Quantum – Nick Medina; *Zegaajimo*
- The river gives what the river gives - D.A. Lockhart - *Zegaajimo: Indigenous Horror Fiction*
- [Cannibal 150: Exposing the Canadian Windigo – Danielle Boissonneau, Briarpatch Magazine](#)
- Weendigo -Chapter 13, *The Manitous: The Spiritual World of the Ojibway*, Basil Johnston
- *Bad Indians Book Club* – Chapter Seven

Week 7: Reading Week February 16-20

Week 8: February 23, 25

Stories of Reclamation & Sovereignty

- *Bad Indians Book Club* – Chapter Four
- Joshua Whitehead, *Jonny Appleseed* (Content Advisory: This text grapples with homophobic violence)
- Niigaan Sinclair, “Returning to Ourselves: Two-Spirit Futures and the Now”
- Alex Wilson, “Our Coming In Stories: Cree Identity, Body Sovereignty, and Gender Self-Determination” (available here: <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=1011&context=igi>)
- Simpson, Chapter 7 “The Sovereignty of Indigenous Peoples Bodies” (Pg 95-119) (Western Libraries EBook)

Week 9: March 2, 4

Stories of Reclamation & Sovereignty Continued

- Joshua Whitehead, *Jonny Appleseed* (Content Advisory: This text grapples with homophobic violence)
- *Nedi Nezu – Good Medicine* – Tenille Campbell
- *Dancing On Our Turtle’s Back* – Chapters 3-8 – Leanne Simpson
- *Bad Indians Book Club* – Chapter Five

Week 10: March 9, 11

Guest Lecture

Week 11: March 16, 18

#### Stories of Apocalypse & Survivance

- The Moon of the Crusted Snow – Waubegeshig Rice
- [“Aesthetics of Survivance”](#) – Survivance: Narratives of Native Presence, Gerald Vizenor
- *Bad Indians Book Club* – Chapter Six & Eight

Week 11: March 23, 25

#### Stories of Apocalypse & Survivance Continued

- Moon of the Crusted Snow – Waubegeshig Rice
- Blood Quantum (2019) – Watch for free on CBC Gem
- *Bad Indians Book Club* – Chapter Six & Eight

Week 12: March 30, April 1

#### Stories for Resurgence & Healing

- *We Are the Medicine* – Tasha Spillet
- “Offerings” Reservation Dogs – S2 E9
- Part II, Ch 6 – “On Wholeness and Worldbuilding” – *On Wholeness*, Quill Christie Peters
- Ch 5 – “Relational Vocabularies” – *Manomin*, Joseph Pitawanakat

Week 13: April 6, 8

#### Class Wrap Up

- Final reflections and zine exchange

#### Assessments:

The overall course grade will be calculated as listed below:

- **15% Critical Reflection** due January 25 at 11:59 pm
- **10% Indigenous Storywork Zine** due February 11 at 11:59 pm.
- **15% Mini-Podcast** due March 2 at 11:59pm.
- **20% Participation** ongoing – 2% per week
- **10% Quizzes** – 3 short quizzes on readings to keep us accountable
- **30% Final Project** – Proposal due March 9. Project due April 6 at 11:59 pm.
- There is no final exam for this course

All assignments are due on the date indicated. Submissions will be accepted, no questions asked, up to 48 hrs after the assigned deadline--anything after is considered late and will be

graded 0. Additional time needed beyond the 48-hour window requires consultation with the instructor, or through a formal accommodation process, where applicable.

Detailed assignment instructions will be posted on OWL Brightspace.

**15% Critical Reflection** due January 25 at 11:59 pm

What's on my bookshelf today?

Reflecting on previous encounters with Indigenous Stories & self-location in connection to the Mbwaachidiwag Podcast "Walking Along Deshkan Ziibing"

Objective: To engage learner in critically self-reflexive practice, locating them in relationship to Indigenous Literatures of Turtle Island

Minimum 1200 words

**10% Indigenous Storywork Zine:** Due February 11 at 11:59 pm.

Create a Zine with recommendations for engaging with different kinds of Indigenous stories in ethical and respectful ways; offer examples and a positionality statement relevant to literary critical analysis & research.

8-20 illustrated/collaged pages with text equalling approximately 750 words (minimum)

Objective: Synthesis of Indigenous storytelling ethics and protocol; expanding creative and critical practice

**15% Mini-Podcast** due March 2 at 11:59pm.

In the same vein of how Bad Indians Book Club started, review and analyze texts from in class in a short podcast format.

Objective: To encourage students to explore different modes of literary critique and analysis in a nod to Indigenous storytelling roots in orality

7-12 min long podcast

**20% Participation:** Ongoing – 2% per week

Class discussions, mapping, visual and written journalling

Objective: To engage students in story as pedagogy in action – what are the stories we create together in this learning environment? Embodying adrienne maree brown's principles for emergent strategy – "there is a conversation that only the people in this room can have--find it"

**10% Quizzes** – 3 short quizzes on readings to keep us accountable

Quiz Dates:

Wednesday Jan 28, 2026

Wednesday Feb 25, 2026

Wednesday March 18 2026

Objective: To help everyone keep on track

**30% Final Project:**

5% - Preparation & Prototype/Draft due March 9, 2026.

Submit any preliminary findings, project proposals, initial drafts, outlines, rough copies, rough versions, sketches for feedback and guidance

25% - Complete Project due Monday, April 6, 2026.

An analytical or comparative analysis on readings from the course, connecting course materials to broader themes such as the repatriation of Indigenous land and life; Indigenous sovereignty and self-determination; Indigenous cultural reclamation and continuity and applying critical theory including but not limited to decolonial, feminist, post-modernist, Indigiqueer, two-spirit, LGBTQ, queer literary lenses.

This analysis can be submitted in any format. Podcast, zine, essay, video, art piece -- creative and experimental application is encouraged, however it must include sources, citations and application of critical theory utilizing course materials.

Keep in mind that even if it's not an essay, your effort, research, critical theory and analysis should be equivalent to that of a 3000-word essay.

Formal academic accommodations are required for this assignment.

Please submit citations & sources using APA or MLA format.

**Statement on use of AI and generative AI:**

Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, Gemini, CoPilot) is not permitted for any work submitted for evaluation. Recognizing that some assignments may use online tools that use AI -- if AI tools are used to support the development of, or to generate images, templates, etc -- students must acknowledge use and state how the tool was used ( i.e. cite that a Zine was created with Canva).

Unauthorized use of AI will be subject to academic discipline.

This syllabus draws on another course syllabus at Western University:

Wakeham, P. Indigenous Literatures of Turtle Island. Fall 2022. Western University, London, Ontario.

# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

### 2025-2026

#### **1. Academic Accommodations, Consideration for Absences**

##### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

##### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/S\\_MC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/S_MC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

Please note that Friday Make-Up Exams may only be written with the instructor's consent.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

##### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

### **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### 3. Statement on Use of Electronic Devices

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see

<https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.