

**FACULTY OF ARTS  
DEPARTMENT OF ENGLISH COURSE OUTLINE  
ENGL 376-01 North American  
Indigenous Literatures:  
FNMI Pop Culture and Policy**



“Live Long & Prosper, Spock was a Half Breed”  
2008 by Debra Yepa-Pappan (Jemez Pueblo &  
Korean)

**Instructor:** Rain Prud'homme-Cranford (Dr. PC)

**Office:** 403-220-4664

**Phone:** SS1124EM:

**[rain.prudhommecranf@ucalgary.ca](mailto:rain.prudhommecranf@ucalgary.ca) Sessions:**

**T/R 2:00 – 3:15pm; ENG 230**

**Office Hours: T: 3:30-4:30pm;**

**R: 12:30-1:30pm and by appointment**

**E-Mail Policy:** The Professor will strive to answer email within 24hrs. However, email is turned off after 8pm. If an emergency should ever arise during finals, a message can be theft with English department. Arrangements will be made. Your health and wellness come first.

**Course Description:** This course asks us as a *community* of scholars to examine the relationship between First Nation/ Métis/ Inuit (FNMI) literary and creative storytelling in *relationship* to the policies, practices, laws, and histories of the settler Canadian government. As a class we will consider

how literature as a cultural practice through popular culture and genre (speculative fiction, comics, digital media, film etc), responds to and reflects the epistemological structures of FNMI storytelling and theory, while showcasing Indigenous persistence/resistance/endurance within the social and political context. Therefore, this course is designed to introduce students to critical reading, writing processes, and *discourse* (conversations) required at the University of Calgary and the collegiate level. We will explore FNMI literature and creative expressions and the ways in which characters, landbases, culture, languages, colonization, histories and imaginings speak to/back/or with the histories, laws & policies of the settler Canadian state around us— past, present, and future. These topics will include but are not limited to: residential schools; physical and cultural genocide; *the Indian Act*; Truth and Reconciliation Commission of Canada (TRC), Missing Murdered Indigenous Women & Girls (MMIWG), and Treaty law.<sup>1</sup> As a class we will work on constructing various types of argumentation, building critical vocabulary, and editing processes that allow students to interact as a community through

<sup>1</sup> As this material is necessary to understanding settler-colonialism, patterns of violence, survivals through sexual, historic, and physical traumas, please know some material might be *triggering*. However, making space for Indigenous stories, survivance, and witness, means hearing the stories of Indigenous Peoples unfiltered. Students are encouraged to engage with the material and supported as we travel through triumphant, defiant, resistant, and traumatic narratives as a community.

literature. Along with developing persuasive writing skills, the course emphasizes formal research methods, documentation techniques, and quotation/paraphrase management skills. As an overview of writing by indigenous peoples in Canada and/or North America. This course may not be repeated for credit.

## **Required Texts<sup>2</sup>:**

### Creative Texts

Adler, Nathan Niigan Noodin. *Wrist*. Kegedonce Press, 2016. (Novel)  
 Akiwenzie-Damm, Kateri, et al. *This Place: 150 Years Retold*. HighWater Press, 2019. (Comic)  
 Dimaline, Cherie. *Empire of Wild*. Random House Canada, 2019. (Novel)  
[Halfe, Louise. \*Burning in This Midnight Dream\*. Coteau Books, 2016.](#) (Poetry)  
 Spillett, Tasha. *Surviving the City*. HighWater Press, 2019. (Comic)  
[Taylor, Drew Hayden. \*Take Us to Your Chief: and Other Stories\*. Douglas & McIntyre, 2016.](#)  
 (Short Story Collection)

### Theory

[Reder, Deanna, and Linda M. Morra. \*Learn, Teach, Challenge: Approaches to Indigenous Literatures\*. Wilfrid Laurier University Press, 2016.](#) (Selected Chapters)

[Simpson, Leanne Betasamosake. \*As We Have Always Done: Indigenous Freedom through Radical Resistance\*. University of Minnesota Press, 2017.](#) (Selected Chapters)

### Articles/Digital Media

Gill, Jordan, and Pam Palmater. “‘This Is Genocide’: N.B. Mi'kmaq Scholar Says Canada Failed to Act on MMIWG | CBC News.” *CBCnews*, CBC/Radio Canada, 3 June 2019, [www.cbc.ca/news/canada/new-brunswick/canada-failed-to-act-1.5160807](http://www.cbc.ca/news/canada/new-brunswick/canada-failed-to-act-1.5160807). (News Article)

Joseph, Bob. “21 Things You May Not Have Known About The Indian Act.” *21 Things You May Not Have Known About The Indian Act*, 2015, [www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act-](http://www.ictinc.ca/blog/21-things-you-may-not-have-known-about-the-indian-act-). (List Article)

“MMIWG Calls for Justice.”: *The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls*, 2019, [www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls\\_for\\_Justice.pdf](http://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls_for_Justice.pdf). (Gov. Doc.)

National Film Board of Canada, Alanis Obomsawin. “Kanehsatake: 270 Years of Resistance.” *National Film Board of Canada*, 19 Jan. 2009, [www.nfb.ca/film/kanehsatake\\_270\\_years\\_of\\_resistance/](http://www.nfb.ca/film/kanehsatake_270_years_of_resistance/). (Documentary Film)

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<sup>2</sup> The professor encourages students to use the most economical version of the text: ebook, rental, used, borrowed etc. Texts available digitally through U of C library are hyperlinked. You need your U of C ID and Password to access and use the digital library.

Strong, Amanda. "Biidaaban (The Dawn Comes)." *YouTube*, 2019, [www.youtube.com/watch?v=vWjnYKyiUB8](http://www.youtube.com/watch?v=vWjnYKyiUB8). (Digital Short Film)

TRC Canada. "Truth and Reconciliation Commission of Canada: Calls to Action." *Truth and Reconciliation Commission of Canada*, 2015, [trc.ca/assets/pdf/Calls\\_to\\_Action\\_English2.pdf](http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf). (Gov. Doc)

### **Recommended but not Required:**

[MLA handbook 8th edition](#)

**Objectives and Expectations:** Students will be responsible for course readings, expanding vocabulary, homework, presentations, writing and research assignments, and a final seminar paper. As a class we will use a variety of texts to develop writing, cultural, and historic knowledge, and research skills. This will cumulate in a final seminar CCRDP project.

- Students will learn to read for "thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings" (i.e. *close reading*).
- Students will engage with literature/texts as a response to FNMI knowledges, places/landbases, gender/sexuality, colonization, environmental, and as a reflection of specific historic movements and moments.
- Students will reflect on connections between *epistemologies* (knowledges) and story-making.
- Develop inquiry strategies and research concepts through the use of the university library and determine appropriate materials for the rhetorical situation.
- Develop inquiry strategies through the use of the Internet and determine appropriate materials for the rhetorical situation.
- Critically analyze scholarly reading materials.
- Integrate ideas and concepts from scholarly reading materials into their own work.
- Control surface features of their writing such as syntax, grammar, punctuation, and spelling.
- A digital copy of all assignments is expected in class on the due date on D2L
- All written essays and formal papers must be in MLA style explicitly. 12pt times new roman font.
- Papers will turned in as word.docx or rich text format (RTF). Doc ONLY. If you are unable to turn in your assignment as stated above, please see me after class.
- All students are required to fully participate in class discussions. Students who miss or do participate in class writing or group work will not earn participation credit.

### **Major Assignments and Evaluations<sup>3</sup>:**

**1. Group Questions:** Each student will sign up for a group to write a set of

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<sup>3</sup> Note both CCRDP and portfolio assignment along with due dates are posted in DETAIL on D2L on the FIRST day of classes. We will go over them on class on the first day, and again, as scheduled on the syllabus.

questions for readings/ texts one week. Students will submit four (4) questions to help lead class discussion on the texts (articles, chapters, videos etc) for the class for which they have signed up. Questions must be sent to me for editing **72hrs** before class and posted to D2L 24 hours before the readings are due in class. Groups will lead class discussion (with the professor). *The rubric for class discussion and questions will be available on D2L and reviewed in class. 20%*

2. **Journal Homework:** Starting the *second week* of class, students will be responsible for writing or [vlogging](#) a journal response to the readings/texts **seven (7)** times over the course of the semester. Students will reflect on themes and observations from the readings and their own personal thoughts/responses/questions/stories etc inspired/in conversation with that week's readings. Each entry should do the following:

1. engage the full readings for the week;
2. include a section of *critical* summary of key points;
3. connect the reading to FNMI law & policy;
4. Self-reflexivity (how you connect or struggle to connect personally to the reading).

Journal responses are due **by 11pm** on Monday before the class discussion. Responses will be graded as follows: *Excellent (E=A)*; *Good (G=B)*; *Satisfactory (S=C)*; *Passing (P=D)*; *Unsatisfactory (U=F)* **20%**

3. **Critical Creative Reflexivity Digital Project (CCRDP):** The CCRDP is a multi-genre digital project mixing critical research/analysis, personal positionality/reflectivity, arts, and popular sources/media to create a coherent "argument" (i.e. follows the modes and interpretation) about your topic/thesis using critical thinking skills, epistemologies, and methods of inquiry to find appropriate research to support your argument. Your thoughts will be presented as a digital presentation: Movie/Vlog, PPT/Prezi, Blog/Digital Journal etc. Note it is NOT a portfolio or bibliography of sources. It is a well-crafted merger of creative texts, rhetorical argument, and personal reflection, combining stylistic methodologies, creative voices, and rhetorical tactics. Projects should be between **10-20 minutes**, include 2-3 artistic/multimodal images/works, 2 peer-reviewed resources, and be turned in along with a written works cited page. *A detailed assignment sheet and rubric will be on D2L and gone over in class.*

Project Due: Projects will be accepted **March 19- April 15th** via online. **No assignments will be accepted after 5pm on 04/15. 30%**

4. **Resource Portfolio:** Students will be responsible for creating an annotated resources portfolio online. This will include articles, books, and images/media. Each resource will have an annotated description describing the work. Over the course of the semester, students should accumulate three peer-reviewed articles, two works of fiction or poetry, and three works of film/video/art/media. *A detailed assignment sheet and rubric will be on D2L and gone over in class.* Portfolio Due: Portfolios will be accepted from **Feb. 22- April 14 at 5pm. 20%**

- 5. Participation:** Students will be graded on their participation in class as follows: responses to in class writing on discussion questions, group discussion/writing, and random quizzes. 10%

\*Discussion Journal, Resource Portfolio, CCRDP, exam must be completed for passing grade\*

### Grading<sup>4</sup>

90 + %	A+
85 – 89 %	A
80 – 84 %	A–
77 – 79 %	B+
74 – 76 %	B
70 – 73 %	B–
67 – 69 %	C+
64 – 66 %	C
60 – 63 %	C–
55 – 59%	D+
50 – 54 %	D
0 – 49 %	F

A+/A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0)

### General Rubric:

#### "A" Paper Has:

- A clear, relevant introduction that engages the reader
- A clear thesis statement that synthesizes the paper's main points
- Coherent and relevant topic sentences
- Examples within the body of the paper that prove the thesis
- Text that demonstrates comprehension of the prompt and subject matter
- Logical transitions between paragraphs
- Conclusion that is insightful and brings closure to the presented ideas in the paper
- No spelling or syntax errors
- Few punctuation errors
- A writer's voice that is clear and personal
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#### "B" Paper Has:

- An introduction with a thesis that perhaps is unclear
- Good organization
- Relevant examples in the body of the paper
- Commentary/analysis that lacks development
- A clear understanding of prompt and subject matter but not as focused as an "A" paper
- Rough transitions between paragraphs
- Lack of depth and insight in conclusion

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<sup>4</sup> Final grades that are .5 will be rounded to up. A final grade of 89.5 will be rounded to 90. However, a 63.3 will remain a 63.

- Few spelling errors
- Frequent punctuation errors
- An inconsistent voice that lacks clarity and creativity

"C" Paper Has:

- An introduction that is abrupt or does not engage the reader
- Unclear or inconsistent organization
- Unfocused, poorly chosen examples that perhaps do not prove thesis
- Weak analysis of examples
- A conclusion that simply restates the introduction
- Frequent spelling and syntax errors
- Little evidence of the writer's voice

"D" Paper Has:

- No clear sense of introduction or an introduction that does not engage the reader
- A weak thesis that perhaps lacks validity
- Few or no examples in body or plot summaries as examples
- No development of thesis
- No clear conclusion or a conclusion that is irrelevant to the ideas presented in the paper
- Several spelling, grammatical, and punctuation errors

"F" Paper Has:

- Illogical thesis, if a thesis is present
- No structure or organization
- No evidence of comprehension of prompt and/or subject matter
- Poor or inappropriate conclusion
- Excessive errors in spelling, grammar, syntax, and/or punctuation

## Participation

Participation as university scholars working together to better our understanding of the writing and critical literary criticism process means examining historic and contemporary issues within FNMI literature/arts and society to critically engage with pop culture works by FNMI peoples in this course. Participation consists of clarifying content questions or questions that require students to apply what they have learned and/or read for class. Students will be graded on their participation as to the quality of their responses to in class writing on discussion questions individually, group discussion/writing, quizzes, and reflection prompt responses. Coming to class prepared (books, reading homework, writing utensils) also qualifies as participation. **Only students present for the discussion work will be given the points.** Your participation is mandatory for your individual academic growth and our collective growth as scholars dialoguing our knowledge.

*Community* is key in all things. This classroom is a community setting. ***For our community to function we must be beholden to reciprocity.*** Class Discussion work/Participation is 10% of your grade.

**Electronic Devices:** As many of our materials are available as both print and digital (often cheaper as ebooks), Students are allowed to use digital devices (computers/phones/tablets) for class material in good faith. This does not mean digital devices are allowed for personal, other courses, or “checkin out.” Students who abuse the good faith policy will no longer be allowed access to these devices and/or your participation will be considered compromised. Phones should be on silent for both calls and messages. However, **IF** a student is expecting an emergency call: i.e. child, family, partner, pet illness; job on-call/interview— You are asked to

notify me at the start of class and excuse yourself if an emergency call comes through. Students who text/message outside of this policy will be redirected. Note, your professor has no shame in “callin you out” for misuse of digital devices ☺ ☺

**Essays and Paper format:** All writing assignments SHOULD engage analytic responses and be MLA formatted ( a process we will review in class), following MLA format layout and citation/works cited formats. Your instructor will give detailed instructions before each essay assignment. All assignments will be posted on D2L as will MLA notes and resources.

**Revision Policy etc:** Please note: I do not allow revisions on papers. I **do** meet with students to go over paper drafts, ideas, and research. There is no extra credit in this course.

**Late Work:** Your assignments are due on time at the start of class, not later in the day. For every class meeting day an assignment is late, students will be docked one letter grade. Once the assignment is worth less than 50% it will not be accepted, and the student will earn a zero. For serious or extenuating circumstances, contact the instructor as soon as possible. Arrangements will be made at the instructor's discretion.

**Attendance:** Your attendance at every class meeting is seriously encouraged. Absences should be saved for illness, sick children, religious observances, funerals, family/cultural/community events that require your attendance, court dates, and job interviews. Should a medical or family emergency arise that will require your absence in excess of missing three classes, please notify me as soon as possible. Any medical complications should be addressed, and arrangements made with the instructor. If a conflict arises between your obligation to attend class and an obligation to the university, or personal, family, or community obligations it is your responsibility to see me in advance, hand in all assignments, and to make up work missed during your absence. I will happily work with you so we can find a way to success in the course, but communicating will be key. You cannot pass this course by just turning up for exams etc.

### **Current Academic Calendar:**

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

### **Classroom Decorum and Respect**

Students and the instructor will seek to foster a community environment that is conducive to scholarly dialogue. This means respect of your peers and instructor is MANDATORY. Respect includes but is not limited to: NO CELL PHONE USE (THIS INCLUDES TEXTING), carrying on conversations while someone is speaking, reading non-class material in class, using gender biased, sexist, classiest, sizest and/or racially biased language, and unapproved electronic devices.

### **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 <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: [maboym@ucalgary.ca](mailto:maboym@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:** <https://www.ucalgary.ca/student-services/ombuds/role>

**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://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.

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*“...the intense love of land, of family, and of our nations that has always been the spine of Indigenous resistance.”~ Leanne Betasamosake Simpson*