

COURSE SYLLABUS



COURSE TITLE: ENGL-164: Indigenous Literatures

CLASS SECTION: 001

TERM: Fall 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): in-person Weds 9:30 – 12:30 Room: WT 200

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

INSTRUCTOR DETAILS

NAME: Julian Gunn (you can call me Julian, and I use he/him pronouns)

EMAIL: gunnj@camosun.ca

OFFICE: Paul 318

HOURS: Tuesday 12-1 pm Wednesday 1-2 pm

As your course instructor, I do my best to provide an inclusive learning environment. However, if you experience barriers to learning in this course, I encourage discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.

Hi, I'm Julian Gunn. I have been an uninvited visitor in both ləkʷəŋən and WSÁNEĆ territories for more than 30 years, but I was born in Prince George, in Lheidli T'enneh territory, and my ancestors are from Scotland, England, and Wales. I have a master's degree in English literature from UVic, where I mostly studied queer and trans theory. This is my favorite class to teach, and I feel lucky to spend this time with you.

Credits

This term, I'm collaborating with my colleague Janice Niemann, who is teaching the other section of this course. The policies in this document are based on hers, so that our courses can run more or less harmoniously. Thanks, Janice, for having such well-thought-through policies.

CALENDAR DESCRIPTION

This course examines both the oral and literary traditions of Aboriginal people. Students begin to study and analyze Indigenous literature from North America. They read and discuss a novel, short stories, poems, and plays by Aboriginal writers and write about these works in journals, essays and tests.

PREREQUISITE(S):

One of:

B in English 12

C+ in Camosun Alternative

COURSE LEARNING OUTCOMES / OBJECTIVES

Upon successful completion of this course a student will be able to:

In reading literature, students will be encouraged to make connections, consider meaning, make and support inferences, and evaluate.

- Analyze Indigenous literature from both the oral and written traditions.
- Analyze Indigenous pre-contact literature in the genres of song, prayer, and storytelling by addressing their roles within Indigenous communities.
- Analyze Indigenous literature in the post-contact period through the genres of poetry, fiction, non-fiction and drama.
- Identify Indigenous literary forms, elements, and techniques.

In discussing literature, students will be given the opportunity to develop and communicate responses and interpretations using varied methods and resources.

- Identify the continuing inter-relationship of Indigenous pre-contact literatures with the written tradition.
- Examine Eurocentric notions of literal and figurative meaning in relation to Indigenous literature.
- Use literary terms such as metaphor, irony, character, setting, and plot.
- Describe the significance of differing literary interpretations from Native and non-Native perspectives.
- Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
- Analyze themes common to Indigenous literature.
- Describe various literary theories that are relevant to the study of Indigenous literature (e.g. post-colonial theory, feminist theory, reader response theory, etc.).

In writing about literature, students will be able to explain, support, and illustrate points in essays.

- Use a critical approach with appropriate language and terminology.
- Clarify, articulate and support a position, while remaining open to, and acknowledging, other possible interpretations.
- Evaluate specific literary techniques.
- Employ close reading skills.
- Use a scholarly essay form, including a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; and effective introductions and conclusions.
- Produce writing under exam or exam-like conditions.
- Write clear, concise, effective prose, and know how to identify as well as correct common mechanical and grammatical errors.

In using information literacy skills, students will be able to:

- Determine the nature and extent of the information needed.
- Know what information resources are available, in different formats.
- Use print and electronic resources effectively and efficiently.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation.
- Document sources fully and ethically, according to specified bibliographic conventions.

- Demonstrate how to resource Indigenous knowledge.

REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

You'll need two books for this course, both of which are available at the bookstore:

- *An Anthology of Indigenous Literatures in English* (Fifth Edition if possible)
- *Jonny Appleseed* by Joshua Whitehead

Additionally, we will be watching one TV series, *Reservation Dogs*, and one movie, *Prey*, both of which are available to stream on either **Crave** or **Disney+**.

You will also need to go and see the play *1939* at the Belfry Theatre in late October or November. They offer pay-what-you-can tickets, and the link for tickets will be on D2L.

All of our other texts are available for free online; I've posted links or PDFs on D2L.

Each week, we will meet in class to discuss the assigned readings for the day. **You should be checking our D2L site regularly to make sure that you are caught up and on track, especially because some weeks there will be additional critical readings and online activities beyond the primary things listed on the syllabus.**

COURSE SCHEDULE, TOPICS, AND ASSOCIATED PREPARATION / ACTIVITY / EVALUATION

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. **All assignments should be submitted in the dropbox on D2L by 11:59pm on the day that they're due** unless another time is listed (due dates below and posted on D2L).

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
BELONGING / ORATURE and TV		
1 Sept 4	<p>Introductions Syllabus and textbooks</p> <p>In-class writing: Positionality Paper</p>	<p>Positionality Paper Doe Friday 11:59 pm</p>
2 Sept 11	<p>Oral traditions & transmission: how did this story get to me? Lee Maracle, "You Become the Trickster" (D2L/Handout) Basil Johnston, "Is that All There Is? Tribal Literature" (AILE 101-109) George Clutesi, "How the Human People Got the First Fire" (D2L/handout)</p>	
3 Sept 18	<p>Oral traditions & transmission: how did this story get to me?</p> <p>Week 2 readings revisit</p> <p>Ghandl, "In His Father's Village, Someone was Just About to Go Out Hunting Birds" (AILE 26-35) "He Who Hunted Birds in His Father's Village" (D2L/handout)</p> <p>I've set aside a few minutes at the end of class today for you to find a partner for your retelling assignment</p>	
4 Sept 25	<p>Retelling Assignment and Reflection Retelling Example Video (D2L)</p> <p>Revisit: George Clutesi / orature</p>	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
5 Oct 2	<p>TV book club <i>Reservation Dogs, season 1</i> (8 episodes x 30 min each)</p> <p>CONTENT NOTE: episode 7, "California Dreamin'," focuses on suicide – please feel free to skip this episode if you need to</p> <p>Cynthia Baron, "Fourth Cinema Genre Mashup" (D2L)</p>	<p>Retelling reflection due on Fri, Oct 4</p>
MASTERY / NOVEL		
6 Oct 9	<p>Discussion of methods project</p> <p>Research methods Library orientation to Indigenous Research</p> <p>Novel Joshua Whitehead, <i>Jonny Appleseed</i>, pp. 1-100</p> <p>CONTENT NOTE: Brief reference to sexual abuse, racism, homophobia, sex work</p> <p>Poems Gregory Scofield, "Âyahkwêw's Lodge" (AILE 501), "Ôchîm+His Kiss" (505-6), "My Drum, His Hands" (507), others Billy-Ray Belcourt, "Love is a Moontime Teaching" (AILE 668), others</p>	
7 Oct 16	<p>Novel Joshua Whitehead, <i>Jonny Appleseed</i>, pp. 101-end</p> <p>Podcast Episode All Our Relations, "Indigiqueer" (Link on D2L)</p> <p>Pit Cook Readings Carrie House, "Sweet Grass" (D2L) Rena Priest, "Creation Story" (Link in D2L) "How the Mountains Were Created" (Link in D2L)</p>	
INDEPENDENCE / WONDERWORKS AND FILM		
8 Oct 23	<p>Pit Cook at Tsawout <i>(Alternative assignment: attend Victoria Festival of Authors event with Indigenous author)</i></p>	<p>Methods project due Fri, Oct 25</p>

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
9 Oct 30	<p>Spooky Halloween special! <i>Prey</i> (1h 40min)</p> <p>CBC article, “Indigenous Film Workers in Alberta” (Link on D2L)</p> <p>Wonderworks Daniel Heath Justice, “Indigenous Wonderworks and the Settler-Colonial Imaginary” (11 min read, link on D2L)</p>	
10 Nov 6	<p>TV book club <i>Reservations Dogs</i>, season 2 (10 episodes x 30 min each)</p> <p>Secondary readings (TBA)</p>	
11 Nov 13	<p>Musical interlude Tanya Tagaq, <i>Animism</i> (49 min, link to Spotify on D2L)</p>	
GENEROSITY / DRAMA		
12 Nov 20	<p>1939 Make sure that you’ve seen the play before class today (link to tickets is on D2L)</p> <p><i>Alternate production: Cliff Cardinal’s The Land Acknowledgement</i> (Link on D2L)</p>	
13 Nov 27	<p>Unessay showcase and presentations</p>	<p>Unessay due before your presentation (Wed, Nov 27)</p>
14 Dec 4	<p>TV book club <i>Reservation Dogs</i>, season 3 (10 episodes x 30 min each)</p> <p>CONTENT NOTE: episode 3, “Deer Lady,” includes depictions of child abuse in residential schools – please feel free to skip this episode if you need to</p> <p>CBC, “Reservation Dogs Brilliant Use of ‘Gibberish’” (Link on D2L)</p>	<p>Presentation reflection & peer feedback due Mon, Dec 2</p>
	<p>Wrap up & exam review No readings – we’ll be reviewing for your final exam, going over the exam format, and discussing study strategies</p>	

WEEK & DATE RANGE	TOPIC & ASSIGNED READING	DUE DATES
Exam period Dec 9-17	Final exam date TBA (the exam schedule is usually posted mid-October)	

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced notice is required. Deadlines can be reviewed on the [CAL exams page](https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams). <https://camosun.ca/services/academic-supports/accessible-learning/academic-accommodations-exams>

EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
positionality paper	5%
Retelling and reflection assignment	10%
Methods project	25%
Unessay (25%) & presentation, reflection, and peer feedback (5%)	30%
Final exam (during exam period)	20%
Engagement and participation	10%
	TOTAL
	100%

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](#) policy for more information.

<https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf>

COURSE GUIDELINES & EXPECTATIONS

In order to help you get the most out of this course, I will begin each class with the assumption that you have completed any assigned readings for the day. Doing all of your readings before class is one of the best ways to set yourself up for success in an English course.

Late assignments

I will take 2% off of your assignment grade for every day that it's late past the original due date. Please know, though, that **I will always grant you an extension if you ask for one 48 hours in advance**. To ask for an extension, you should email me before 4:30pm on the original due date, and let me know 1) your name, 2) that you'd like an extension, and 3) the new day and time you would like to submit your assignment. You do not need to send me documentation or details, but you do need to send me those three pieces of information in order to receive an extension.

The assignment schedule is set up to build the skills you will need to do well on your final paper and final exam. If you hand in your assignments on time, I will give you detailed comments and your grade before your next assignment is due; if you hand in assignments after the original due date, even with an extension, I will not give you detailed written comments, and it may not be promptly returned to you.

Distraction policy

This policy is simple: do not distract other learners in the room. There are many reasons that you might want or need to have technology (laptop, phone, tablet) out in class, which is why my policy on technology use in the classroom is relaxed. All I ask is that you do not disrupt other students with your devices, which means that I expect you to keep the volume off on all of your devices and to use your devices for only course-related activities. Please be considerate of your peers—your screens can distract others. I will not tolerate behaviour that negatively impacts other students' learning.

Attendance and participation

I expect you to attend and participate in class because class discussion prompts a level of engagement with course material that you will not get anywhere else, and attendance is important for building a community of practice. Your attendance and participation also allow me to assess which aspects of the course you understand well, and which topics I need to review further. Although I do not give a mark for attendance, you'll have the chance to earn participation marks most classes (and that makes up 10% of your final grade), so you'll need to be in class if you want those marks.

Children and babies

It is absolutely okay to bring your child to class occasionally, in order to cover gaps in childcare. If the child visits and they are feeling chatty, please step outside. Babies who are nursing are always welcome—you should never have to choose between feeding your child and coming to class.

Academic integrity

The work you submit for ENGL-164 must be your own, and should follow proper formatting and citational guidelines on either MLA or APA style.

Presenting the work of others, whether it is used without attribution (not properly citing your sources), submitted by you but written by someone else (including work written by artificial intelligence), or produced with inappropriate help (unauthorized editing, including editing by artificial intelligence), violates the department's and the college's policies on academic integrity.

It is important to acknowledge your sources for a number of reasons: you are acknowledging, respecting, and giving credit to the person who came up with the idea; you are demonstrating that you are participating in a broad scholarly conversation about your topic; and you are helping me find the really cool and interesting sources that you use in your research in case I want to learn more about your project.

If an academic misconduct case does arise, I will deal with it on an individual basis, but it could result in a mark of 0% on the assignment or a failing grade in the course. Please also see the college's full statement on academic integrity (link later in syllabus), which both you and I are obliged to follow.

STUDENT RESPONSIBILITY

Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

SUPPORTS AND SERVICES FOR STUDENTS

Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit camosun.ca/services.

Support Service	Website
Academic Advising	camosun.ca/services/academic-supports/academic-advising
Accessible Learning	camosun.ca/services/academic-supports/accessible-learning
Counselling	camosun.ca/services/health-and-wellness/counselling-centre
Career Services	camosun.ca/services/co-operative-education-and-career-services
Financial Aid and Awards	camosun.ca/registration-records/financial-aid-awards
Help Centres (Math/English/Science)	camosun.ca/services/academic-supports/help-centres
Indigenous Student Support	camosun.ca/programs-courses/iecc/indigenous-student-services
International Student Support	camosun.ca/international
Learning Skills	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills
Library	camosun.ca/services/library
Office of Student Support	camosun.ca/services/office-student-support
Ombudsperson	camosun.ca/services/ombudsperson
Registration	camosun.ca/registration-records/registration
Technology Support	camosun.ca/services/its
Writing Centre	camosun.ca/services/academic-supports/help-centres/writing-centre-learning-skills

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

Academic Integrity

Students are expected to comply with all College policy regarding academic integrity; which is about honest and ethical behaviour in your education journey. The following guide is designed to help you understand your responsibilities: <https://camosun.libguides.com/academicintegrity/welcome>
Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.13.pdf> for Camosun's Academic Integrity policy and details for addressing and resolving matters of academic misconduct.

Academic Accommodations for Students with Disabilities

Camosun College is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging appropriate academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a documented disability and think you may need accommodations, you are strongly encouraged to contact the Centre for Accessible Learning (CAL) and register as early as possible. Please visit the CAL website for more information about the process of registering with CAL, including important deadlines: <https://camosun.ca/cal>

Academic Progress

Please visit <https://camosun.ca/sites/default/files/2023-02/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

Course Withdrawals Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <https://camosun.ca/registration-records/tuition-fees#deadlines>.

Grading Policy

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.5.pdf> for further details about grading.

Grade Review and Appeals

Please visit <https://camosun.ca/sites/default/files/2021-05/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal (see [Medical/Compassionate Withdrawals policy](#)). Please visit <https://camosun.ca/services/forms#medical> to learn more about the process involved in a medical/compassionate withdrawal.

Sexual Violence

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of

when or where the sexual violence occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence Policy:

<https://camosun.ca/sites/default/files/2021-05/e-2.9.pdf> and camosun.ca/services/sexual-violence-support-and-education.

To contact the Office of Student Support: oss@camosun.ca or by phone: 250-370-3046 or 250-370-3841

Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <https://camosun.ca/sites/default/files/2021-05/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

Looking for other policies?

The full suite of College policies and directives can be found here: <https://camosun.ca/about/camosun-college-policies-and-directives>

Changes to this syllabus: Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

