

# COURSE SYLLABUS

## NEW: REVISED SCHEDULE



COURSE TITLE: ENGL-164: Indigenous Literature  
CLASS SECTION: 001  
TERM: F2022  
COURSE CREDITS: 3  
DELIVERY METHOD(S): In person, Wednesdays 9:30 – 12:30 in Fisher 306

Camosun College campuses are located on the traditional territories of the Ləkʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. Learn more about Camosun's [Territorial Acknowledgement](#).

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For COVID-19 information please visit <https://legacy.camosun.ca/covid19/index.html>.

*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

### INSTRUCTOR DETAILS

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NAME: Julian Gunn  
EMAIL: [gunnj@camosun.bc.ca](mailto:gunnj@camosun.bc.ca)  
OFFICE: Paul 318  
HOURS: Mondays 11:30-12:30, Tuesdays 11:30-1:30

*As your course instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to 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 W̱SÁNEĆ 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.

Collaborating with colleagues in the English and at Eyē? Sqā'lewen, the Centre for Indigenous Education and Community Connections, to Indigenize our teaching, is the best part of the work I do. I feel lucky to spend this time with you.

### CALENDAR DESCRIPTION

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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
- C in ENGL 151

#### CO-REQUISITE(S):

Not Applicable

#### EXCLUSION(S):

Not Applicable

#### COURSE LEARNING OUTCOMES / OBJECTIVES

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At the end of the course students will be able to:

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

1. Analyze Indigenous literature from both the oral and written traditions.
2. Analyze Indigenous pre-contact literature in the genres of song, prayer, and storytelling by addressing their roles within Indigenous communities.
3. Analyze Indigenous literature in the post-contact period through the genres of poetry, fiction, non-fiction and drama.
4. 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.

1. Identify the continuing inter-relationship of Indigenous pre-contact literatures with the written tradition.
2. Examine Eurocentric notions of literal and figurative meaning in relation to Indigenous literature.
3. Use literary terms such as metaphor, irony, character, setting, and plot.
4. Describe the significance of differing literary interpretations from Native and non-Native perspectives.
5. Use vocabulary associated with analyzing fiction, poetry, drama, and non-fiction.
6. Analyze themes common to Indigenous literature.
7. 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.

1. Use a critical approach with appropriate language and terminology.
2. Clarify, articulate and support a position, while remaining open to, and acknowledging, other possible interpretations.
3. Evaluate specific literary techniques.
4. Employ close reading skills.
5. 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.

6. Produce writing under exam or exam-like conditions.

7. 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:

1. Determine the nature and extent of the information needed.

2. Know what information resources are available, in different formats.

3. Use print and electronic resources effectively and efficiently.

4. Incorporate and integrate research through correct use of summary, paraphrase and quotation.

5. Document sources fully and ethically, according to specified bibliographic conventions.

6. Demonstrate how to resource Indigenous knowledge.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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You will need

1. *An Anthology of Indigenous Literatures in English*, 5<sup>th</sup> Ed. (If you have a different Ed., we can try to muddle through)
2. *Jonny Appleseed*, Joshua Whitehead (novel)
3. *This Vineyard Will Be Our Salvation*, Taylor Daigneault (game)

The anthology and novel will be available at the bookstore. The game is available online. (The link will be posted to D2L).

Other readings will be handed out in class and provided via D2L.

Do all of the readings and watch all of the videos before the class, so that you're ready to talk about them. A good way to be prepared is to think of something in the reading you have a question about – what's interesting, moving, or surprising? Those are often the best places to start, because that's where the writer or orator got your attention.

All assignments are due by Wednesday at 9:30 am of the week they are due. You may submit on paper or via D2L. Please create all assignments on the computer. Or do them on a typewriter if you want to be extra cool. What I'm saying is, assignments should be typed, not handwritten. Be kind to my old eyes.

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

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The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor.

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 1 (Sept 7)	<p>Introductions</p> <p>Classroom Agreements</p> <p>Storywork</p> <p>Ghandl, "In His Father's Village, Someone was Just About to Go Out Hunting Birds" (AILE 26) and "He Who Hunted Birds in His Father's Village" (Handout)</p> <p>Handout, Jo-Ann Archibald and Lee Maracle</p> <p>Pauline Johnson, "The Idlers"</p>	All readings for this week will be taken up in class; there is no advance reading this week.
Week 2 (Sept 14)	<p>Stories</p> <p>Basil Johnston, "Is That All There Is? Tribal Literature" (AILE 101-109)</p> <p>Article from <i>The Native Voice</i>, January 1947 (Handout)</p> <p>George Clutesi, "How the Human People Got the First Fire" and "Introduction" from <i>Potlatch</i> (Handout)</p> <p>Harry Robinson, "A Woman Receives Power from a Deer" (AILE 61-66)</p> <p>George Blondin, "My Own Medicine Story" (AILE 85-86)</p> <p>Beth Brandt, "Coyote Learns a New Trick" (AILE 139-140)</p> <p>Preparation for Retelling Assignment</p>	Positionality Paper (5%)
Week 3 (Sept 21)	<p>Retelling Assignment</p> <p>Retelling Assignment video (D2L link)</p> <p><i>Coffee with My Ma</i>, "Ma Steals Larry the Cree Baby" (Podcast, D2L link)</p>	
Week 4 (Sept 28)	<p>VFA Authors / Reading Circle</p> <p>Joshua Whitehead, from <i>Making Love to the Land</i> (handout)</p> <p>Joseph Dandurand, poems (AILE 483-494)</p> <p>Student readings of Indigenous Authors</p>	Retelling Assignment Reflection (10%)
Week 5 (Oct 5)	<p>Games</p> <p>Taylor Daigneault, <i>This Vineyard Will Be Our Salvation</i> and <i>Treaty Negotiation Simulator</i></p> <p>Thomassie Mangiok, <i>Nunami</i></p>	
Week 6 (Oct 12)	<p>Wonderworks and the Novel</p> <p>Daniel Heath Justice, "Wonderworks" (D2L link)</p> <p><i>Kajutaijuq</i> (The Spirit that Comes) (Video) – In class</p> <p>Wonderworks (handouts)</p> <p>Joshua Whitehead, <i>Jonny Appleseed</i></p>	
Week 7 (Oct 19)	<p>Novel</p> <p>Joshua Whitehead, <i>Jonny Appleseed</i></p> <p><i>Jonny Appleseed</i> thematic videos</p> <p><i>All My Relations</i>, "Indigiqueer" (D2L link)</p>	
Week 8 (Oct 26)	<p>Novel</p> <p>Joshua Whitehead, <i>Jonny Appleseed</i></p> <p>Novel Circle</p>	Novel Relational Essay (20%) *This will be due Sunday instead of Wednesday

WEEK or DATE RANGE	ACTIVITY or TOPIC	OTHER NOTES
Week 9 (Nov 2)	Poetry, Creativity, and Research Library and Research Session; final project brainstorm Billy-Ray Belcourt, "Love is a Moontime Teaching" (AILE) and "Treaty 8" (handout)	
Week 10 (Nov 9)	Theatre Excerpts from <i>The Rez Sisters</i> , <i>Moonlodge</i> , <i>The Stone Eater</i> , <i>Urban Tattoo</i> , <i>In Spirit</i> (AILE) Billy-Ray Belcourt, "The Rez Sisters II" (AILE 668-9)	Indigenous Author or Orator Reflection (10%)
Week 11 (Nov 16)	Children's Books <i>TBD</i> Final project discussion	Final Project Proposal (5%)
Week 12 (Nov 23)	Final Project work period	
Week 13 (Nov 30)	Final Project Presentations	Final Project (25%)
Week 14 (Dec 7)	Exam Preparation Winter Stories	
Exam Period (TBD)	Exam	Exam (25%)

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 noticed is required. Deadlines can be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

DESCRIPTION	WEIGHTING
Positionality Paper	5%
Retelling Assignment Reflection	10%
Novel Relational Essay	20%
Indigenous Author or Orator Reflection	10%
Final Project Proposal	5%
Final Project	25%
Exam	25%
<b>TOTAL</b>	<b>100%</b>

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](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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Most of this class happens in the room. Do the readings and watch the videos in advance, and then come to class ready to write, talk, puzzle, question, and create.

The goal of this course is for your mind to meet other minds through story and conversation. What I will be looking for most is an authentic, whole-hearted engagement with these stories and conversations.

Assignments are due by 9:30 am on Wednesdays of the assigned week. You can see on the schedule which week each one is due.

If you ask for an extension at least 48 hours in advance, the answer is always yes, so plan ahead. You will need to offer a new due date and a plan for getting the assignment done. Late papers will receive a grade but no written feedback.

The idea here is that you plan ahead and make realistic judgements about your time. That said, of course things happen that are out of our control. Just keep the lines of communication open with me.

## STUDENT RESPONSIBILITY

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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

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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 <http://camosun.ca/students/>.

Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>

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Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

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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.

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## COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started:

<http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the “Attendance” section under “Registration Policies and Procedures” (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### 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. Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

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 or misconduct 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 and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### 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 <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College’s expectations of academic integrity and student behavioural conduct.

**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.