

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b>  <b>ENGL 164—002: Indigenous Literature</b>  <b>Tues. &amp; Fri. 12:30-1:50 p.m. Fisher 212</b>  <b>Fall 2016</b></p>
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*“Contemporary Indigenous literature serves two transformative functions: healing Indigenous people and advancing social justice in settler society—both components in the process of decolonization.” —Jo-Ann Episkenew, Cree/Metis*

## COURSE OUTLINE

**Course 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.

⌘ *Please note: the College electronically stores this outline for five (5) years only. It is **strongly recommended** you keep a copy of this outline with your academic records. You will need this outline for any future application/s for transfer credit/s to other colleges/universities.*

### 1. Instructor Information

(a)	Instructor:	Dr. Jodi Lundgren	
(b)	Office Hours:	Thurs. 12:30-1:30, Friday 2-3, and by appointment	
(c)	Location:	Paul 235	
(d)	Phone:	250-370-3330	
(e)	Email:	lundgrenj@camosun.bc.ca	

### 2. Intended Learning Outcomes

In reading literature, students will be encouraged to make connections, consider meaning, make and support inferences, and evaluate. At the end of the course students will be able to:

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

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

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.
8. Demonstrate how to resource Indigenous knowledge.

### 3. Required Materials

**English 164 Course Pack.** Available at Camosun Bookstore. (Contains stories, poetry, and essays.)  
**Mitchell, Brandon, and Tara Audibert. *Lost Innocence.*** Healthy Aboriginal Network.  
**Robinson, Eden. *Monkey Beach.*** Vintage Canada.  
**Taylor, Drew Hayden. *Berlin Blues.*** Talonbooks.

- You'll need to access D2L (Desire to Learn) and to check it regularly. Get started at <https://online.camosun.ca> Under "Preferences" and "Email," arrange for your D2L email to forward to the email address that you check most often. (Otherwise, you may miss stuff!)
- You will need a three ring binder for collecting class handouts and marked copies of your assignments.
- You need to set aside about \$10 for making copies of your writing for in-class workshops.
- **You will need access to a printer and a stapler** for when you hand in your assignments. The library has printers and staplers for students to use.

I will distribute detailed instructions on each writing assignment as the course progresses. Be sure to keep a copy of all submitted assignments.

### 4. Course Content and Schedule

The following outline will give you a general overview of the class. The need to adjust the schedule will almost certainly arise, so please do pay attention to announcements in class and/or over email.

If you are ever in doubt as to what I expect of you, *please ask*.

Notes:

- CP=Course Pack
- Additional readings may be posted on D2L (Desire to Learn)
- Readings and assignments are **due** for the dates listed.
- **Be sure to bring the relevant texts to every class.**
- Additional readings may be assigned as needed.

Date	Topics and Readings	Assignments
Tues. Sept.6	<b>Introduction</b> Story of Camosun: <a href="http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html">http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html</a> "Learning to Lie" icebreaker game	
Fri. Sept.9	<b>Oral storytelling</b> Thomas King, "'You'll Never Believe What Happened' Is Always a Good Way to Start" (Audio)	
Tues. Sept.13	Thomas King, "You'll..." CP 1-5 WSANEC story: <a href="http://www.wsanecschoolboard.ca/about-the-school/the-legend-of-lauwelnew">http://www.wsanecschoolboard.ca/about-the-school/the-legend-of-lauwelnew</a> "Baby" by Phillip Kevin Paul CP 14 Gordon Robinson, "Legend of the Moon" and "Weegit's Stones" CP 15-17	Written response to reading assignment (ongoing) (9)
Fri. Sept.16	Joseph Boyden on Attawapiskat: <a href="http://www.macleans.ca/news/canada/attawapiskat-and-the-fallout-of-intergenerational-trauma/">http://www.macleans.ca/news/canada/attawapiskat-and-the-fallout-of-intergenerational-trauma/</a>	Oral story due for small group story-telling. (1)
Tues. Sept.20	<b>Truth and Reconciliation</b> JoAnn Episkew, <i>Taking Back Our Spirits</i> CP 6-10 TRC <i>Survivors Speak</i> , selections (online): <ul style="list-style-type: none"> <li>• Preface, Life Before Residential Schools, Forced Departure, Arrival, Strange Food, School Meals, Separating Siblings</li> </ul> Mitchell and Audibert, <i>Lost Innocence</i> 1-33	

Fri. Sept.23	TRC <i>Survivors Speak</i> , selections (online): <ul style="list-style-type: none"> <li>Language and Culture, Truancy Mitchell and Audibert, <i>Lost Innocence</i> 34-64</li> </ul>	
Tues. Sept.27	<b>Contemporary fiction</b> JoAnn Episkenew, <i>Taking Back Our Spirits</i> CP 11-13 Richard Wagamese, <i>Keeper n Me</i> CP 106-113 (Dillan Stonechild: <a href="http://wherearethechildren.ca/en/stories/">http://wherearethechildren.ca/en/stories/</a> )	
Fri. Sept.30	Richard Van Camp, "Mermaids" CP 34-42	
Tues. Oct.4	Leanne Simpson, "it takes an ocean not to break" CP 43-47	
Fri. Oct.7	<b>Writing about Literature</b> (handout) Sample Essay (D2L)	<b>Story response due (2.1)</b>
Tues. Oct.11	Writing about Literature, cont'd	<b>Story analysis outline due (2.2)</b>
Fri. Oct.14	<b>Drama</b> Drew Hayden Taylor, "Alive and Well: Native Theatre in Canada" (CP 48-52)	In-class summary exercise (3.1, 9)
Tues. Oct.18	<i>Berlin Blues</i> , Act One	Dramatic reading (3.2, 9) <b>Story analysis due (2.3)</b>
Fri. Oct.21	<i>Berlin Blues</i> , Act Two	Dramatic reading (3.2, 9)
Tues. Oct.25	<i>Berlin Blues</i> discussion	
Fri. Oct.28	Midterm exam	Midterm exam (4)
Tues. Nov.1	<b>Novel</b> <i>Monkey Beach</i> : 1-19 "The Story of Hunclee-qualas or the Founding of Kitamaat" CP 53-54 <i>The Sasquatch at Home</i> CP 55-58	
Fri. Nov.4	<i>Monkey Beach</i> , Part 1: 20-138	Novel response (5) A
Tues. Nov.8	<i>Monkey Beach</i> , Part 2: 139-294	Novel response (5) B
Fri. Nov.11	<b>Remembrance Day: No class.</b>	
Tues. Nov.15	MB, Part 2, cont'd	Novel response (5) C
Fri. Nov.18	MB, Parts 3 & 4 295-374	Novel response (5) D
Tues. Nov.22	Novel assignment peer response session	Novel assignment intro. due (6.1)

Fri. Nov.25	<b>Intro to Poetry: CP 59-62</b> Chief Dan George "A Lament for Confederation" CP 63-64 Duke Redbird, "Beaver" CP 65-66 Sarain Stump, "It's with terror" CP 67-73	
Tues. Nov.29	Tappage, "Tyee—Big Chief" CP 75 Pauline Johnson, "Cattle Thief" CP 75-76	Final novel assignment due (6.2)
Fri. Dec.2	Group poetry work.	(7)
Tues. Dec.6	Group poetry presentations	(7)
Fri. Dec.9	Group poetry presentations.	(7)
Dec.12- Dec.20	FINAL EXAM IN EXAM PERIOD: TBA	(8)

### 5. Basis of Student Assessment (Weighting)

1. Oral Story & responses	5%	Sept.16
2. Short Story Essay		
2.1 Response(s)	--*	Oct.7
2.2 Outline	--*	Oct.11
2.3 Final	15%	Oct.18
3. Drama		
3.1 Article summary	--*	Oct.14
3.2 Dramatic reading	--*	Oct.18, 21
4. Midterm exam	10%	Oct.28
5. 4 Novel Responses (written & oral)	10%	Nov.4-Nov.18
6. Novel assignment		
6.1 Draft	--*	Nov.22
6.2 Final	15%	Nov.29
7. Group Poetry Presentation	10%	Dec.2, 6, 9
8. Final Exam	25%	In exam period: Dec.12-20 Time and room to be announced.
<b>Make sure to be available during exam period. An exam may be rescheduled <u>only</u> in the event of a medical emergency, not due to travel plans.</b>		
9. Participation (includes group work, peer critiques, informal in-class writing, dramatic reading, etc.)	10%	ongoing

\*These assignments form part of the Participation grade. Note that being unprepared for a scheduled workshop results in both lost participation points and a 10% deduction from the final grade for the assignment. See "Policies" below.

**Note:** In-class writing—including tests and exams—can be made up only by prior arrangement and with valid documentation (such as a doctor's note) explaining your absence.

## 6. Grading System

(No changes are to be made to this section unless the Approved Course Description has been forwarded through the Education Council of Camosun College for approval.)

### Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. (For these courses a final grade will be assigned to either the 3 <sup>rd</sup> course attempt or at the point of course completion.)
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services, or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services, and the College web site in the Policy Section.

### Format

All assignments written outside of class must be **typed** (word processed) and **double-spaced** using a **standard 12 point font**. Use **one-inch margins** all around. **Number** pages in the top right hand corner and use your **last name** as a header. **Staple** your papers in the top left-hand corner. I cannot accept papers by email unless otherwise stated. Use the **MLA Style** to document sources: for details and a sample heading, please see <https://owl.english.purdue.edu/owl/resource/747/01/>. Also follow the MLA Style by providing the following details on the first page of your essays: your name, the instructor's (my) name, the course name and number, the date, and a specific, relevant title for your paper. "Essay 1" is too vague, and repeating the title of sources you are writing about (e.g. "Harry Potter" for an essay about *Harry Potter*) is inaccurate.

## Policies

\*It is our shared responsibility to develop and maintain a **positive learning environment** for everyone. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal.

\* **Assignments are due at the beginning of class** on the due date (unless scheduled to be written in class). **Once** during the semester, you may hand in an out-of-class, final draft assignment up to three days late (not including weekends), taking a 5% deduction. After this cut-off point, you will forfeit the assignment and receive a 0. No further late assignments will be accepted. In the event that illness or emergency affects your ability to meet a deadline, contact me *as early as possible* and obtain documentation from a person in authority.

\* When outlines or drafts are required for in-class workshops, either missing the workshop or coming to class without an outline or draft (as specified) will result in an automatic deduction of 10% from the final draft grade. This penalty underlines the importance both of writing as a process and of being accountable to your classmates, whose participation grades may depend on their peer reviews of your work.

\* A significant portion of your grade for this course is based on **participation**. In order to engage effectively in class discussions and activities, you will need to be **present, prepared, alert, and willing**. In-class work depends on interaction with your fellow students in the classroom and cannot be made up. Thus, each missed class activity will have a detrimental effect on your participation grade.

\*Camosun College's Student Conduct Policy covers both academic honesty and student behaviour and is outlined here: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf>. See also the red sheet prepared by the Anti-Plagiarism Committee in the English Department. Please see me at any point if you are unsure about your use of sources, or if you are having so much difficulty writing that you are tempted to use someone else's work.

\* **Disability Resource Centre** provides support services to students with a broad range of disabilities to ensure equitable access to post-secondary opportunities. Students with documented disabilities requiring academic and/or exam accommodation should schedule an appointment with Disability Resource Centre as early as possible. If you expect to receive accommodations from the instructor, you must provide me with your DRC form early in the semester.

Lansdowne Campus: ID 202. Phone: 250-370-3312.  
TTY/TDD: 250-370-3311.

## A Final Word

A smoothly functioning class depends on clear communication all around. Please get in touch with me whenever you want to discuss your ideas, the assignments, my comments on your work, the classroom dynamics, or any other subject related to the class or your work generally. I check email regularly, and I encourage you to visit me in my office hours or to request an alternate meeting time that fits your schedule.