



CAMOSUN COLLEGE  
School of Arts & Science  
Department of English

ENGL-164-D01  
Indigenous Literature  
Fall 2020

## COURSE OUTLINE

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The course description is online @ <http://camosun.ca/learn/calendar/current/web/engl.html>

Ω Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.

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### 1. Instructor Information

(a) Instructor	Julian Gunn
(b) Office hours	Wednesdays 12:00 – 2:00 pm or by appointment
(c) Location	Collaborate link (see D2L)
(d) E-mail	gunnj@camosun.bc.ca

Hi, I'm Julian Gunn. I have been a visitor in both Lkwungen and W̱SÁNEĆ territories for 29 years, but I was born in Prince George, in Lheidli T'enneh territory, and my ancestors are from England, Scotland, and Wales. I have a master's degree in English literature from UVic. This is my favorite class to teach, and I feel lucky to be able to spend this time with you.

Below, you'll find the learning outcomes Camosun College has established for the course, and some guidelines about participation, late assignments, and plagiarism. The final page is the working schedule for the course.

### 2. Intended Learning Outcomes

*(If any changes are made to this part, then the Approved Course Description must also be changed and sent through the approval process.)*

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.
6. Demonstrate how to resource Indigenous knowledge.

### 3. Required Materials

(a) Texts

*An Anthology of Indigenous Literatures in English* (5<sup>th</sup> Edition)  
*Jonny Appleseed* by Joshua Whitehead (any edition)  
Course handouts and links (see D2L)

### 4. Course Content and Schedule

Friday, 12:00-1:20pm

Location: D2L Collaborate

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

Assignment	Weight	Due Date
Discussion Circles, Written Exercises and Participation	20%	Throughout
Positionality Paper	C/I	Sunday, Sept 20
Retelling Assignment (Written)	5%	Sunday, October 4
Novel Assignment (incl. peer edit)	20%	Sunday, November 1
Film Assignment	15%	Sunday, November 22
Elder / Advocacy Assignment (video/podcast, script & discussion)	20%	Friday, December 4
Hands-On Project and Final	20%	Exam Period

#### Notes

**Late Assignments. Here's the rule.** If you ask for an extension at least 48 hours in advance, the answer is always yes. If you don't as 48 hours in advance, the late penalty is 5% per day, including weekends. Emergencies are an exception, of course.

**Participation.** Check out this list of assignments. Participation, in various forms, is 20% of the course. You do this in three main ways: you post to the discussion groups on D2L, you complete the written exercises for the week, and you attend the Friday discussions. If you can't make the discussions live, you should be able to watch the recordings (fingers crossed).

**ENGL-164-D01**

**Plagiarism.** The penalty for plagiarism, both intentional and unintentional, is a grade of zero on the assignment, and possible further consequences. Plagiarism includes the following: submitting part or all of an assignment written by someone else; copying and pasting one or more passages (even a few words) from another source without correct documentation; paraphrasing that too closely resembles the original in either form or content; and reusing an assignment from another course.

If you're ever not sure whether something is plagiarism or not, show me and I will tell you.

## 6. Grading System

*(If any changes are made to this part, then the Approved Course description must also be changed and sent through the approval process.)*

*(Mark with "X" in box below to show appropriate approved grading system – see last page of this template.)*

Standard Grading System (GPA)

Competency Based Grading System

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

## 8. College Supports, Services and Policies



### Immediate, Urgent, or Emergency Support

If you or someone you know requires immediate, urgent, or emergency support (e.g. illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts @ <http://camosun.ca/about/mental-health/emergency.html> or <http://camosun.ca/services/sexual-violence/get-support.html#urgent>

### College Services

Camosun offers a variety of health and academic support services, including counselling, dental, disability resource centre, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit the **STUDENT SERVICES** link on the College website at <http://camosun.ca/>

### College Policies

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies. Policies are available on the College website at <http://camosun.ca/about/policies/>. Education and academic policies include, but are not limited to, Academic Progress, Admission, Course Withdrawals, Standards for Awarding Credentials, Involuntary Health and Safety Leave of Absence, Prior Learning Assessment, Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, Student Appeals, Student Conduct, and Student Penalties and Fines.

**A. GRADING SYSTEMS** <http://camosun.ca/about/policies/index.html>

The following two grading systems are used at Camosun College:

**1. 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		1
0-49	F	Minimum level has not been achieved.	0

**2. Competency Based Grading System (Non GPA)**

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

**B. 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 at <http://camosun.ca/about/policies/index.html> 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 are designed to have an anticipated enrollment that extends beyond one term. No more than two IP grades will be assigned for the same course.
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.

**Important Dates for Fall Term 2020**

Add course deadline	September 17
Drop course with refund deadline	September 17
Drop course final deadline	November 12

The End (or Just the Beginning?)

## English 164 – D01 – Fall 2020 Class Schedule – Julian Gunn

*This schedule is provisional and subject to change.*

*In fact, let's face it, it almost certainly will change.*

Unit	Week	Dates	Major Readings / Audio / Video	Assignments
Storytelling, Storywork & Orature	1	Sept 7-13	Jeremy Dutcher – “Eqpahak” (audio) Janet Rogers “Hey Tanka Ta” and Jo-Ann Archibald on storywork (videos)	<i>Exercise: Learning Spaces</i>
	2	Sept 14-20	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” (PDF) Phillip Kevin Paul, “Taking the Names Down from the Hill” and “Descent into Saanich” (AILE 538, 542)	Positionality Paper (C/I)  <i>Exercise: Throughline Project</i>
	3	Sept 21-27	Louis Bird, “Wihtigo, or the Consequences of Not Listening” (AILE 119) John McLeod, “The Shivering Tree” (PDF) <i>Coffee with my Ma</i> “Ma Steals Larry the Cree Baby, Surviving the 60s Scoop” (podcast)	<i>Exercise: Historical Context</i>
	4	Sept 28- Oct 4 <i>Orange Shirt Day Sept 30</i>	Basil H. Johnston, “Is That All There Is? Tribal Literature” (AILE 101) Leanne Simpson “Gdi-nweninaa” and “All My Relatives” (handouts) and “She Hid Him in Her Bones” (audio)	Retelling Written Assignment (5%)
Wonderworks	5	Oct 5-11	Daniel Heath Justice, “Wonderworks” (link) Rebecca Roanhorse “Welcome to Your Authentic Indian Experience™” (link) <i>Kajutaijuq (The Spirit that Comes)</i> (video) Tanya Tagaq performance (video)	<i>Exercise: Wonderworks</i>
Novel: <i>Jonny Appleseed</i>	6	Oct 12-18	Joshua Whitehead, <i>Jonny Appleseed</i> (1-110) <i>All my Relations</i> , “Indigiqueer” and “Decolonizing Sex” episodes (podcast)	
	7	Oct 19-25	Joshua Whitehead, <i>Jonny Appleseed</i> (110-219) Joshua Whitehead, from <i>Full-Metal Indigiqueer</i> Billy Ray Belcourt “Love is a Moontime Teaching” (AILE 673), Tenille Campbell, from <i>#indianlovepoems</i> (PDF)	<i>Throughline Project Check-in</i>
	8	Oct 26-Nov 1	Joshua Whitehead, <i>Jonny Appleseed</i> Novel assignment peer edit	Novel Assignment (20%)
Film	9	Nov 2-8	<i>The Body Remembers when the World Broke Open</i> (film)	
	10	Nov 9-15	<i>The Body Remembers when the World Broke Open</i> (film)	
Elders / Advocacy Research Project	11	Nov 16-22	TBD	Film Assignment (15%)
	12	Nov 23-29	Research / writing week	
	13	Nov 30-Dec 6	Elders showcase (video / podcast & discussion)	Elder/Advocacy Assignment & Presentation (20%)
Review and Exam Prep	14	Dec 7-13	Exam brainstorm / review	<i>Exercise: Course Throughlines</i>
	Exam Period		Final exam (What is Your Thread?)	Final Exam / Project 20%