

COURSE SYLLABUS



COURSE TITLE: ENGL-164: Indigenous Literatures and Oratures

CLASS SECTION: 001

TERM: Fall 2021

COURSE CREDITS: 3

DELIVERY METHOD(S): In-person (subject to change!)

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

Learn more about Camosun's [Territorial Acknowledgement](#).

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

NAME: Michael Stewart

EMAIL: stewartm@camosun.bc.ca (This is the best way to contact me)

OFFICE: Paul Building, Rm 330

HOURS: Monday, 1-2 (online) Tuesday 1-2, Thursday 4-5, Friday 1-2

My name is Michael Stewart. I was born in Anishinaabe, Delaware and Haudenosaunee territory in London, Ontario. I'm of German and Scottish ancestry and I have been a visitor on Lkwungen and W̱SÁNEĆ lands since 2015. I'm grateful for the opportunity to teach this class, and I thank my Camosun colleagues in the English Department's Indigenization Working Group, especially Julian Gunn, Janet Doherty, and Kari Jones, for their guidance and contributions to the shape and content of this course. I'm also forever thankful to the Indigenous students who have shared their patience, knowledge, and brilliance with me. The original shape of this course owes an incredible debt to the guidance of my friend and former colleague June Scudeler (Métis), the Indigenous faculty at the University of British Columbia, and the teachers and elders at Camosun's Eyē? Sqā'lewen for their advice and support.

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
- C in ENGL 151

COURSE LEARNING OUTCOMES / OBJECTIVES

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

An Anthology of Indigenous Literatures in English: Voices from Canada. 5th ed., edited by Armand Garnet Ruffo and Katherena Vermette. Oxford UP, 2020.

Whitehead, Joshua. *Jonny Appleseed*. Arsenal, 2018.

The Body Remembers when the World Broke Open. Directed by Elle-Máijá Tailfeathers and Kathleen Hepburn, performances by Elle-Máijá Tailfeathers and Violet Nelson. levelFILM, 2019. **(Available on CBC Gem and Google Play)**

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

Wednesdays, 9:30 – 12:20 – Fisher Building, Room 210

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the instructor. A detailed schedule will be distributed the first day of class.

WEEK	TOPIC
Week 1	Kinship
Week 2	Orature and Storywork
Week 3	Land and Language
Week 4	Ta(l)king Back
Week 5	Decolonial Love
Weeks 6-8	Novel: Joshua Whitehead (Oji-Cree), <i>Jonny Appleseed</i> (2018)
Weeks 9-10	Film: <i>The Body Remembers When the World Broke Open</i> (2019)
Weeks 11-13	Indigenous Wonderworks
Week 14	Course Review and Exam Prep

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](http://camosun.ca/services/accessible-learning/exams.html). <http://camosun.ca/services/accessible-learning/exams.html>

EVALUATION OF LEARNING

Assignment	Deadline	Weighting
Positionality Exercise: “ <i>Tante ohci kīya?</i> ”	Sept 15	5% (Complete/Incomplete)
Storytelling Exercise: “Tell it again”	Sept 29	5% (Complete/Incomplete)
Reading Reflections	Four throughout the term	4 x 2.5% = 10%
Literary Essay: <i>Jonny Appleseed</i>	Nov 3	25%
Creative Response: <i>The Body Remembers</i>	Nov 17	15%
Wonderworks project	Dec 1	10%
Final Exam	TBA	20%
Participation	All. Course. Long	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](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

- **A note on first principles:** In this class, we will debate and discuss many things as we explore the diverse, rich and powerful literatures of Indigenous writers and artists. **One thing not up for debate is the identity, self-determination and sovereignty of Indigenous people.** That means that the multiple and deep harms of colonialism—the dispossession of land and self-determining authority by a dominant settler system of governance and culture—are also not up for debate. **This is not meant to limit discussion;** on the contrary, it will provide a starting point from which edifying, enriching and mutually instructive conversations can develop and flourish.

If you would like to discuss any of these issues, you are welcome to make an appointment with me and we can converse in my office—not in class.

- All readings must be completed **before the class assigned to them.** Bring the readings with you to the learning sessions.
- **Participation is worth a hefty 10%,** so please bring your brilliant ideas and observations to class. Attending class, preparing well, and bringing an inquisitive, generous, and energetic spirit not only shows all of us you respect the learning environment, but it will also put you in a great position to succeed on the assignments. This will be the easiest 10% you make all year so make the most of it. And, of course, the more we participate, the more fun we all will have. It will be so much fun I can't stand it.

- **Start working right away.** Life comes at you fast. And by life, I mean deadlines. Don't procrastinate, do the readings and don't underestimate how long an assignment will take. If you get a disappointing grade on an early assignment, make adjustments – don't assume the same level of work will get you a better mark later.
- **Deadlines:** Deadlines are organized to facilitate marking and returning papers in a timely manner, and to give you the greatest benefit from feedback for future assignments. They also establish that I am a human, with a life, and give me some surety around which I may organize this life.

Late assignments will be docked a 5% per day penalty. However, **you have a one-time amnesty for a single take-home assignment.** This is to recognize that you, too, are humans with lives, and that sometimes those get in the way of coursework. I want to give you the best chance to succeed in the course, but please respect the above. **You must let me know in advance of the deadline that an assignment will be late.**

Late work may not be handed back in a timely manner and may not receive extensive feedback.

- Any student who faces challenges **securing their food or housing** and believes this may affect their performance in the course is urged to contact the appropriate Camosun services (listed below) for support. If you are comfortable in doing so, please notify me of any challenges you're facing. This will enable me to accommodate your challenge and provide any support I am able.

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

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

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

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.

COLLEGE-WIDE POLICIES, PROCEDURES, REQUIREMENTS, AND STANDARDS

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. To contact the Office of Student Support: 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.