

COURSE SYLLABUS



COURSE TITLE: ENGL-164: Indigenous Literature

CLASS SECTION: 2

TERM: Winter 2024

COURSE CREDITS: 3

DELIVERY METHOD(S): In Person

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](#).

INSTRUCTOR DETAILS

NAME: Janet Doherty

EMAIL: dohertyj@camosun.bc.ca

OFFICE: Paul 218/TBA @ Interurban

HOURS: Monday noon-2pm [Online], Thursday 4:30-5:30pm [Lansdowne], or Friday 1:30-2:30pm [Interurban]

PHONE: 250-370-3974/TBA @ Interurban

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.

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

CO-REQUISITE(S):

Not Applicable

EXCLUSION(S):

Not Applicable

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

- (a) *LaRose* by Louise Erdrich
- (b) English 164 Coursepack
- (c) Journal: slender 40-page exercise book

COURSE SCHEDULE

The following reading schedule is subject to change with reasonable advance notice.

Poems: January and February

Sewell	“Creation Song”
Bouvier	“papîyâtak”
Paul	“Building My Home in Your Mind”
Paul	“Gabriel Bartleman”
Vermette	“family”
Keon	“if I ever heard”
Dumont	“Not Just a Platform for My Dance”
Redbird	“The Beaver”
Deerchild	“how to hunt moose”
Belcourt	“Colonialism: A Love Story”
Belcourt	“Love and Other Experiments”
Lundy	“Heal”
Dumont	“Wild Berries”
Scofield	“Ôchîm ♦ His Kiss”
Campbell	“#2001”
Stump	“It’s with terror, sometimes”
Stump	“I was mixing stars and sand”
Stump	“He goes away”
Scofield	“Áyahkwêw’s Lodge”
Halfe	“My Ledders”
Auger	“Sarah”
Akiwenzie-damm	“Grandmother, Grandfather”
Paul	“Doorways to a Younger World”
Armstrong	“Wind Woman”
Abel	from <i>The Place of Scraps</i>

Film/TV: February

Hepburn/Tailfeathers	<i>The Body Remembers when the World Broke Open</i>
Harjo/Waititi	<i>Reservation Dogs</i>

Short Stories: March

Van Camp	“Aliens”
Sanders	“The Undiscovered”
Simpson	“she told him 10 000 years of everything”
Brant	“Swimming Upstream”
Robinson	“Traplins”
McLeod	“The Shivering Tree”

Novel: March and April

Erdrich	<i>LaRose</i>
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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>

EVALUATION OF LEARNING

Academic Integrity Course	P/F	January 16
Poetry Assignment	10%	February 8
Film Assignment	15%	March 5
Research Assignment	30%	March 26
Final Exam (3 hours)	30%	exam period
Participation	15%	

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.

COURSE GUIDELINES & EXPECTATIONS

- Students should bring a blank journal with their name clearly printed on the front *next class*. The journal should be a slender exercise book (no more than 40 pages - please do not submit duo-tangs or books with coil bindings as they are too bulky). Participation mark will be based on these journal entries, along with the storytelling activity, attendance, punctuality, and contributions to in-class discussions.
- Because this course emphasizes participation and discussion, it is essential to complete the readings ahead of class. Out of respect for the dynamics of classroom conversation, please turn off any electronic devices (computers, cell phones, etc.) during class.
- Late papers will lose 5% per day, and they will receive a grade only (no comments).
- Because English courses are designed to strengthen 1) the depth of your reading, 2) the quality of your thinking, and 3) the originality of your written expression, all forms of generative artificial intelligence (ChatGPT, Quillbot, etc...) are counter to your own learning and self-interest in our context. For this reason, the use of GenAI tools is prohibited for all assignments. On a related note, write your own papers! Plagiarism or cheating in any form is a serious academic offence that is tracked on your permanent college record.
- The College provides many services, including a Writing Centre, an English Help Centre, free Counselling, and Financial Aid. See the “Supports for Students” links below for details.

JANET’S TIPS FOR SUCCESS

1. Be punctual and prepared for class: both your physical and your intellectual presence are essential. We are cultivating a community of readers and thinkers who can learn from each other, so substantial sections of our class time will be given to discussion. Learning to articulate your perspective on, response to, and questions about the day’s reading will a) enrich the class members’ understanding of the text, and b) enrich your ability to express yourself clearly in the written assignments.
2. Take good notes on lectures and discussions: For the final exam, you will be responsible for concepts that are covered in lectures and class discussion. You will also be responsible for the names of the authors and titles we cover this semester, so make a point of learning them as we go.
3. Write your assignments in stages: Even professional writers produce work in several drafts. Writing is a craft that requires attention to detail and refining. At a minimum, students should include brainstorming, outlining, drafting, and revising in their writing process, and revisions should take about the same amount of time as the draft.

4. Submit assignments with correct MLA format and documentation: Avoid handing in assignments that contain good material, but that look like first drafts. Formatting guidelines are finicky, but mastering them is not difficult. Read over the assignment carefully, making sure you understand what you are being asked to write about and how you are being asked to present it. If you have questions about an assignment...
5. Make use of my office hours: Some of the best learning over the semester happens in one-on-one conversations about your work. This is particularly useful after you have an outline (including thesis, topic sentences, and quotations from the text you intend to use to develop your ideas). Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment.
6. Make a reliable friend in class: You are responsible for catching up on any missed classes. If you are absent, find a student to borrow notes from. Handouts or Power Points will also be available on D2L to complement your friend's summary of the lecture and class discussion. By all means come and see me in office hours if you need help understanding any material you have missed.

STUDENT TIPS FOR SUCCESS

- This class is an opportunity to open your mind and get out of your bubble: enjoy it!
- Try not to procrastinate.
- This class takes time. Write a first draft and then spend your time editing, especially for word choice
- Access the Writing Centre for support.
- Look up Janet's symbols in the margins of your marked essay to see what they mean – these were incredibly useful and accurate. They improved my writing for all my classes.
- Allow yourself quiet, uninterrupted space to do assignments.
- Spend time planning your essays. It's WAY easier than winging it, and they're the backbone of your grade.
- Put in the time to learn because this is a teacher who really cares about you and what you have to say. Very rewarding class.
- Don't be afraid to participate in discussions. Janet and the other students are great about not shutting down ideas, and you'll remember so much more.
- DO THE READINGS! And, write down your thoughts so you can participate easily.
- Make time to read the novel twice.
- Ask questions in class and take advantage of office hours (especially get feedback on outlines before writing a draft – it will save you SO MUCH WORK)
- Keep an open mind and take lots of notes during class discussions, especially about themes. It makes studying for the final way easier.
- Just put in the work. If you come to class, listen, follow the coursepack, and hand stuff in you'll do fine.
- Don't be afraid to approach Janet for help if concepts are not making sense or if you have a question about an assignment. I waited way too long to do this, and it would have made a huge difference to my grade if I'd gone for help right away.
- This class can feel more like a discussion with friends than school work if you approach it that way. Try to leave everything else at the door, so you can just enjoy throwing out your ideas and listening to other people's ideas.

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.

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.