English 1116 FAO - Natives and Newcomers in Canada: Contact Zones

Course Location: OA2018 (Simcoe Hall)

Class Times: Mondays and Wednesdays, 11:30-1p.m.

To our Student: Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

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Instructor Information

- Instructor: Dr. Linda Rodenburg
- OR1023 (first floor, residence building)
- Telephone: 705 330 4008 ext. 2632
- Email: lrodenbu@lakeheadu.ca
- Office Hours: Mondays, 1-2:30p.m.

Course Description

An introduction to First Nations and settler literature in Canada, focusing on the ways in which the writing of these groups helps to define, negotiate, and critique the relationships between all Canadian treaty people. Texts from a variety of genres, such as fiction, travel and exploration narrative, life writing, poetry, songs, drama and film, will be studied in their historical, political, and cultural context.

Course Objectives and Learner Outcomes

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

- Think independently and critically about Native and newcomer literature in Canada and the issues raised by texts.
- Read texts of all kinds critically, and assess their rhetorical, ideological and aesthetic strategies.
- Explain how a text is produced by, and produces, its historical and/or cultural contexts.
- Explain the role of literature in articulating and creating categories of identity.
- Analyse texts from a variety of theoretical perspectives.
- Analyse specific literary devices and explain how those devices contribute to the meaning of a literary text.
- Identify and assess the social, environmental and ethical themes presented in texts.
- Demonstrate knowledge of Indigenous literatures.
- Demonstrate knowledge of the effects of stereotyping, prejudice, and racism on interactions between First Nations, Inuit, and Métis and others in Canadian society.
- Demonstrate knowledge of anti-colonialism, decolonization and other strategies to resist assimilation.
- Articulate an understanding of Indigenous worldviews.
- Demonstrate knowledge of the effects of assimilation and deculturalization.
- Write well (grammatically correct, clear, effective prose).
- Communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms.
- Use library resources to research a topic and use what they discover to illuminate a text.
Course Resources

Required Course Texts


Course Website

- Desire2Learn

Course Schedule

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<th>WEEK of…</th>
<th>TOPICS</th>
<th>READINGS* and ASSIGNMENTS</th>
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| January 7th | **Introduction**  
- What is a “Native”? A “Newcomer”?  
- What is “Literature”?  
- What is “Canada”?  
- What is the “contact zone”?  
- What is contrapuntal reading and how does Jakobson’s Speech Act function?  
- Anthologization, Canonization, and Constructing Canadian-ness | “Introduction” (Kamboureli, K ix-xvi)  
“O Canada” (posted)  
“I AM CANADIAN” (posted)  
“I am a Canadian” (Redbird, posted) |
| January 14 | **Thomas King and “All my Relations”**  
“Civilization” in the Colonial Contact Zone | “Thomas King” (K 138)  
“You’ll Never Believe what happened’ is Always a Great Way to Start” (King, posted)  
“The Onondaga Madonna” and “The Forsaken” (Scott, posted) |
| January 21 | **Brian Charles: The Stories of Wampum**  
“Writing Back” in the Post-colonial Contact Zone | “Armand Garnet Ruffo” (K 302)  
“Poem for Duncan Campbell Scott” (Ruffo, K 303); “Jeannette Armstrong” (K 184), “Indian Woman” |
| January 28 | **The Kairos Blanket Exercise**  
Storytelling, Appropriation, and Dialogue | A discussion about *Cottagers and Indians* |
<p>| February 4 | <strong>Language, Residential Schools, and</strong> | “One Generation from” |</p>
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<th>WEEK of...</th>
<th>TOPICS</th>
<th>READINGS* and ASSIGNMENTS</th>
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<tbody>
<tr>
<td></td>
<td>Acculturation</td>
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<td>Relating to “Place”</td>
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<td>February 11</td>
<td>Exploring New Spaces</td>
<td>Exploring New Spaces</td>
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<td>Spaces “between”</td>
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<td>February 18</td>
<td>READING WEEK</td>
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<td>February 25</td>
<td>Novel Concepts: <em>Truth and Bright Water</em></td>
<td><em>Truth and Bright Water</em></td>
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<td>Research Workshop: Cultural terminology and critical resources</td>
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<td>March 4</td>
<td>Focus on the novel</td>
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<td>March 11</td>
<td>Essay Writing Workshop</td>
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<td>March 18</td>
<td>The “Canadian” Concepts of the “Indian” and “Multiculturalism”: Government Documents</td>
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<td>WEEK of…</td>
<td>TOPICS</td>
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<td>March 25</td>
<td>Peer Editing Workshop</td>
<td>Peer Editing Workshop</td>
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<td>Amy Farrell-Moreau, indigenous curriculum specialist</td>
<td>Major Essay due</td>
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<td>Cumulative Assignment due by the end of the course</td>
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<td>April 1</td>
<td>The “Contact Zones” of the Future Exam Review</td>
<td><strong>THIS SCHEDULE IS SUBJECT TO CHANGE AS REQUIRED. Changes will be communicated as soon as possible to students in class and via email.</strong></td>
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<td>*posted – online in D2L under ‘readings’</td>
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<td>*K – Kamboureli anthology</td>
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### Assignments and Evaluation

- Quizzes (throughout the course) – 10%
- Research Workshop – 5%
- Major Essay
  - Comparative close reading assignment – 15%
  - Introductory paragraph – 5%
  - Peer edit – 5%
  - Final essay – 20%
- Cumulative assignment – 15%
- Final exam – 25%

### Assignment Policies

- There will be no make up quizzes for the “pop quizzes” throughout the course.
- Assignments are due at the beginning of class on the date stated in this syllabus.
- If you require an extension, you must ask for one well BEFORE the due date.
- Unless you ask for (and receive) an extension, late essays will be penalized by 5% per day (to a maximum of 50%), and will not be accepted after 4:30pm on December 2nd.
- Except under extreme circumstances, assignments will not be accepted after marked material has been returned to the class.
- The final exam must be written on the date scheduled, so do not make travel plans for the exam period until the exam schedule is posted.
- All assignments must be in MLA format, double spaced, with 1” margins, and in 12 point font.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.
Details of Assignments

Quizzes
There will be five ‘pop quizzes’ in class throughout the course, each worth 2%. Failure to attend on the day of the pop quiz will result in a mark of 0 for that particular evaluation.

Research Workshop (February 27th)
This workshop will be worth 5% will be completed in class in groups of three or four. It will be facilitated by Chris Tomasini, our head librarian at the Orillia campus. Students not present in class will be assigned a mark of zero.

Major Essay: Contrapuntal Reading Assignment

Pick either two longer texts or three shorter texts that you feel can be read in relation to one another. At least one of these must be assigned reading for this course.

How does reading these literary texts in relation to one another illuminate one of the key critical concepts discussed in this course? Based on your reading of the literary texts you have selected, write a well-organized essay with an argumentative thesis stemming from your analysis of the ways in which the key concept you have chosen can be seen to operate in these texts.

Please note: You will need to cite your chosen critical concept carefully. Remember the skills developed in the research workshop as you research your chosen topic.

Please contact me to discuss your choices of texts for this assignment.

Comparative Close Reading assignment (February 11th)
Drawing on one text engaged with on the course to date plus one additional text, you will summarize and evaluate each piece. You will write a focused engagement with each literary work (one page each), and an evaluative comparison of the literary texts in relation to one another and one key term on the course to date (one page). Your close reading should address both textual specifics including literary devices and word choice, as well as more thematic issues. You may choose to use these texts for your Major Essay for the course.
Please use 1-inch margins and a standard 12-point font and note that a Works Cited in MLA format is essential. This assignment is worth 15% of your final mark.

Introductory paragraph (On or before March 13th)
You will need to submit your introductory paragraph with your topic sentence and thesis both clearly identified. This paragraph will represent 5% of your final mark. Feel free to also hand in a brief outline for your essay. Although this will not be marked, I will give you useful feedback on it if you choose to include it.

Peer edit (March 25th)
Students will exchange essays and complete a peer editing workshop form in class. This process will be worth 5%.
Final Essay (March 27th)
The result of the essay writing process will be a focused comparative research essay, 5-6 pages in length, double-spaced. Please use 1-inch margins and a standard 12-point font and note that secondary sources are required and a Works Cited in MLA format is essential. This essay is worth 20% of your final mark.

See notes below concerning Lakehead University’s code of conduct concerning plagiarism.

Cumulative Assignment (On or before April 1st)

There will be a breadth of possible approaches you can take to this final cumulative assignment. This work will involve a creative or practical element paired with a letter (2-3 pages) or video (5 to 7 minutes) demonstrating how your work reflects critical aspects of this course. An A-level response will involve direct references to three concepts in relation to one another. Be specific in your engagement.

Some suggestions for the creative element include the following:

- A painting or sculpture
- A children’s book
- A lesson plan involving a cultural concept
- A comic book
- A poem
- A recipe
- A scrapbook

Marking Standards

All assignments will be marked in accordance with the English Department Marking Standards⁴.

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else’s words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student’s work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a

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⁴ https://www.lakeheadu.ca/academics/departments/english/marketing-standards
0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Code of Student Behaviour](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities).

**Course Policies**

- There are no specific marks allotted for attendance and participation. However, in-class work on specific writing assignments requires both of these. Library workshops also require attendance.
- Computers are for note-taking and coursework only. Students using computers for other reasons in the classroom will be asked to refrain from using this technology.
- Unless arrangements have been made with your instructor, cell phones should not be visible or audible during class time.
- You are all members of our academic community, and it is imperative that you treat one another, and your instructor, with respect.

**University Policies**

Students in this course are expected to conform to the [Code of Student Behaviour](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities).

**Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the [Ontario Human Rights Code](http://www.ohrc.on.ca/en/ontario-human-rights-code). This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services (SAS)](http://studentaccessibility.lakeheadu.ca) and register as early as possible.

This course outline is available online through the [English Department homepage](https://www.lakeheadu.ca/academics/departments/english) and/or the [Desire2Learn](http://lakeheadu.desire2learn.com/d2l/home) site for the course.

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2 https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities  
4 http://studentaccessibility.lakeheadu.ca  
5 https://www.lakeheadu.ca/academics/departments/english  
6 http://lakeheadu.desire2learn.com/d2l/home