

## English 1116 WB: Native and Newcomer Literatures in Canada

---

Course Location: RB 1044

Class Times: Tuesday/Thursday 1:00 – 2:30 p.m.

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.

<b>Instructor Information</b> .....	<b>1</b>
<b>Teaching Assistant Information</b> .....	<b>2</b>
<b>Course Description</b> .....	<b>2</b>
<b>Course Objectives</b> .....	<b>2</b>
<b>Course Resources</b> .....	<b>2</b>
Required Course Texts .....	2
Course Website .....	3
<b>Course Schedule *subject to revision*</b> .....	<b>3</b>
<b>Assignments and Evaluation</b> .....	<b>5</b>
Assignment Policies .....	5
Details of Assignments .....	5
Group Discussion   Weight: 20 marks .....	5
Annotated Bibliography   Weight: 10 marks .....	6
Close Reading   Weight: 20 marks .....	7
Formal Paper   Weight: 25%.....	7
Final Exam   Weight: 25%.....	8
<b>Marking Standards</b> .....	<b>8</b>
<b>Collaboration/Plagiarism Rules</b> .....	<b>8</b>
<b>Course Policies</b> .....	<b>8</b>
<b>University Policies</b> .....	<b>9</b>

### Instructor Information

- Instructor: Rebecca Menhart
- Office: BB 0029E
- Email: ramenhar@lakeheadu.ca
- Office Hours: Thursdays 9:00-11:00 a.m.

## Teaching Assistant Information

- Teaching Assistant: Sarah Lorenowich
- Office: RB 3032
- Telephone: 807-343-8855
- Email: seloreno@lakeheadu.ca
- Office Hours: TBA

## 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

- Read texts of all kinds critically and assess their rhetorical, ideological, and aesthetic strategies.
- Think independently and critically about Canadian literature and the issues raised by the texts.
- Demonstrate knowledge of Indigenous literatures and articulate an understanding of Indigenous worldviews.
- Explain how Canadian texts are produced by, and produce, their historical and/or cultural contexts.
- Identify and assess the social, environmental, and other ethical themes presented in texts.
- Demonstrate knowledge of the effects of stereotyping prejudice and racism on interactions between First Nations, Inuit, Metis, and others in Canadian society.
- Explain the role of Canadian literature in creating and articulating categories of identity.
- Demonstrate knowledge of the effects of assimilation and deculturalization.
- Write well (grammatically correct, clear, effective prose).
- Use library and other resources to research a topic and illuminate a text.

## Course Resources

### Required Course Texts

- Alexis, André. *Fifteen Dogs*. Coach House, 2015.
- Course Pack
- Moses, Daniel David, et al. *An Anthology of Canadian Native Literature in English*. 4<sup>th</sup> ed. Oxford UP, 2013.
- Readings on Desire2Learn (D2L)
- Yahgulanaas, Michael Nicoll. *Red: A Haida Manga*. Douglas & McIntyre, 2014.

## Course Website

- Desire2Learn

## Course Schedule \*subject to revision\*

ACNL = *Anthology of Canadian Native Literature*

D2L = Desire2Learn course website link

### Week 1 (Jan. 7/9): Introduction

J. Edward Chamberlain: "If this is your land, where are your stories? Introduction" (Course Pack)

Ashok Mathur: "Cultivations, Land and a Politics of Becoming" (D2L: Theory)

Thomas King: "Godzilla vs. Post-Colonial" (D2L: Theory)

"Traditional History of the Confederacy" (ACNL 2-4)

### Week 2 (Jan. 14/16):

#### **Annotated Bibliography Assignment Information (January 14<sup>th</sup>)**

Duncan Campbell Scott: "Fragment of an Ode to Canada" (D2L)

"Night Hymns on Lake Nipigon" (D2L)

"The Onondaga Madonna" (D2L)

"March" (D2L)

### Week 3 (Jan. 21/23):

#### **Close Reading Assignment Information/Work Session (Jan. 21)**

E. Pauline Johnson: "The Song My Paddle Sings" (ACNL 40-1)

"The Lost Island" (D2L)

"The Cattle Thief" (ACNL 37-8)

### Week 4 (Jan. 28/30):

Margaret Atwood: "Progressive Insanities of a Pioneer" (Course Pack)

Jeannette C. Armstrong: "History Lesson" (ACNL 244-6)

Alootook Ipellie: "Walking Both Sides of an Invisible Border" (ACNL 362-4)

#### **Group Discussion #1: January 28**

Susanna Moodie: *Roughing it in the Bush* Volume 1, Chapter 1 (D2L)

### Week 5 (Feb. 4/6):

Annharte: "One Way to Keep Track of Who Is Talking" (ACNL 185)

Marilyn Dumont: "Circle the Wagons" (ACNL 439-40)

Michael Ondaatje: "(inner Tube)" (D2L)

#### **Annotated Bibliography Work Period (February 6)**

**Week 6 (Feb. 11/13):**

Lucy M. Montgomery: "The Story Girl" (D2L)

Beth Brant: "A Long Story" (ACNL 157-163)

**Annotated Bibliography Due (February 13)**

**WINTER STUDY BREAK (FEBRUARY 17-21): NO CLASSES**

**Week 7 (Feb. 25/27):**

Michael Nicoll Yahgulanaas: *Red: A Haida Manga*.

**Group Discussion #2: February 25**

Rita Joe: "I Lost My Talk" (ACNL 123-4)

Margaret Atwood: "This is a Photograph of Me" (Course Pack)

**Close Reading Due (February 27)**

**Week 8 (Mar. 3/5):**

Annharte: "How to Write About White People" (ACNL 195-6)

Jeannette C. Armstrong: "Threads of Old Memory" (ACNL 250-2)

"Indian Woman" (ACNL 247-50)

"Land Speaking" (Course Pack)

**Final Drop Date: March 6**

**Week 9 (Mar. 10/12):**

Margo Kane: "Moonlodge" (ACNL 365-79)

**Group Discussion #3: March 10**

Beth Cuthand: "Post-Oka Kinda Woman" (ACNL 272-3)

Lenore Keeshig-Tobias: "After Oka-How Has Canada Changed" (ACNL 274-5)

Judy Fong Bates: "The Ghost Wife" (Course Pack)

**Week 10 (Mar. 17/19):**

Drew Hayden Taylor: "I Am...Am I" (Course Pack)

Eden Robinson: "Terminal Avenue" (ACNL 595-600)

André Alexis: *Fifteen Dogs*

**Formal Paper due: March 19**

**Week 11 (Mar. 24/26):**

André Alexis: *Fifteen Dogs*

**Group Discussion #4: March 24**

**Week 12 (Mar. 31/Apr. 2):**

Wayde Compton: "The Lost Island" (Course Pack)

Connie Fife: "Witnessing" (ACNL 517)

**Exam Review**

## Assignments and Evaluation

Assignment	Due date	Value	Length
Group Discussion	Jan. 28, Feb. 25, Mar. 10, Mar. 24	20	varies
Annotated Bibliography	February 13	10	3 entries
Close Reading	February 27	20	3-4 pages
Formal Paper	March 19	25	4-6 pages
Final Exam	TBA	25	3 hours

## Assignment Policies

- Major assignments are due by 11:59 p.m. on the dates indicated. All major assignments (close reading, annotated bibliography, formal paper) must be submitted electronically via the appropriate submission folder on D2L.
- If you require an extension, you must ask me for one BEFORE the due date. Extensions are only granted in extenuating circumstances.
- Unless you ask for (and receive) an extension, late assignments will be penalized 10% the first day, and 2% per day every day thereafter (to a maximum of 20%) and will not be accepted after 4:30 pm on the last day of class (April 2<sup>nd</sup>).
- Assignments not submitted directly to me or via D2L must be stamped by security (if after business hours) or signed by the English Department's Administrative Assistant, Cynthia Haggerty (RB 3029), and placed in my mailbox in RB 3029. I will NOT accept assignments slipped under my office door or via email.
- All major assignments must be typed in MLA format, Times New Roman font, 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 and remain at my discretion.

## Details of Assignments

### Group Discussion

*Weight: 20 marks*

Throughout the term, you will be asked to **individually** prepare answers to a number of questions based on the text(s) being covered in class; the dates for the discussion sessions are listed both on the reading schedule and in the list of assignments.

The questions will be posted on the D2L site **at least one week** before the discussion will take place. **You must come to class with a printed or neatly handwritten copy of your answers.**

During the discussion session, you will first gather in small groups to discuss and amend your individual answers to the questions; then we will address each question as a class to ensure that each selection has been appropriately covered.

You will be handing your answers in at the end of class. Your answers may be neatly handwritten or typed for these assignments only, but **all submissions must be stapled.**

### **Annotated Bibliography**

*Weight: 10 marks*

The purpose of this assignment is to identify, read, and summarize **two scholarly academic sources**. Your first step is to choose a topic for your formal paper (listed in the "Formal Paper" section in the syllabus) and find sources relevant to that topic; use this assignment as a research tool for your formal paper assignment.

For each secondary source, you will provide:

1. An **MLA citation**
2. A **1-2 paragraph summary** of the source
3. A **1 paragraph analysis** of the source material that considers the strength of the source's argument, exposes any inherent biases, and indicates how the information would be useful in your paper's argument.
4. A. link to the source or a photocopy/scan/picture of the first page of each source

The summary for each must be clearly written and must also provide the reader with a clear understanding of the source. Use appropriate MLA citation and documentation throughout the summary.

I will be discussing how to create an annotated bibliography in class on **January 14<sup>th</sup>**, **and we will also be holding a work session for this assignment on February 6<sup>th</sup>**, **one week before the due date**. Further information about the requirements of an annotated bibliography, including an example of proper formatting, can be found on the Desire2Learn site. This assignment is due by 11:59 p.m. on **February 13<sup>th</sup>**.

## Close Reading

Weight: 20 marks

Perform a close reading of **one** of the poems that are either listed on the handout given out during the lecture on the subject (**January 21<sup>st</sup>**) or linked to in the Close Reading module on D2L; the handout will also be available on Desire2Learn on that date. The close reading will be written in essay format, between 3-4 pages in length, and formatted according to MLA style. **We will be having a work session for this assignment on January 21<sup>st</sup>.**

A guide to close reading can be found on the Desire2Learn site, as can a link to an MLA style guide. This assignment is due by 11:59 p.m. on **March 3<sup>rd</sup>**.

## Formal Paper

Weight: 25%

Your formal paper will address one of the following issues:

1. In Andre Alexis' *Fifteen Dogs*, Prince struggles with numerous philosophical questions after being gifted with human language. How does Prince use his poetry to aid in understanding the abstract and seemingly arbitrary nature of human thinking and emotion?
2. According to writer Italo Calvino, "Literature is necessary to politics above all when it gives a voice to the one who doesn't have a voice, when it gives a name to the one who doesn't have a name, and especially to all that political language excludes or tends to exclude...Literature is like a ear that can hear more than Politics; Literature is like an eye that can perceive beyond the chromatic scale to which Politics is sensitive."

– from *The Uses of Literature*

How do 2-3 works of fiction from the reading list portray the necessity of political statements in literature?

3. The ability to speak and to be heard is inherent in the struggle to overcome injustice; however, it can also be a dangerous act of resistance. Discuss how 2-3 works of fiction from the reading list highlight the need for the power of voice in the act of resistance.
4. Contrast the depiction of Canada in 2-4 works of fiction from the reading list. You must choose selections from both Native and Newcomer perspectives to formulate your response.

Many of these topics are purposely very broad; you will have to narrow the scope of your discussion considerably as you construct your argument. If you need assistance with narrowing your topic, feel free to come and see me.

Your paper will be **4-6 pages** in length, include at least **4 scholarly academic secondary sources**, and follow MLA style for both formatting and documentation. It is due by 11:59 p.m. **March 19<sup>th</sup>**.

### **Final Exam**

*Weight: 25%*

The three-hour final exam will take place in the regular exam period on a date set by the university's scheduling office. All students are expected to write the exam on that date. All material in course readings and lectures may be examined.

### **Marking Standards**

All assignments will be marked in accordance with the [English Department Marking Standards](#)<sup>1</sup>.

### **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 0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Code of Student Behaviour](#)<sup>2</sup>.

### **Course Policies**

- Regular attendance is important. Chronic absenteeism will be reflected in the student's final mark since a large portion of the course revolves around in-class instruction and discussion.
- You must be in attendance to participate in the group discussions; there will be no make-ups offered for these assignments, and answers must be submitted at the end of class.
- Many course readings are online; students are required to access Desire2Learn in order to read these materials. If you prefer hard copies, you may choose to print them out at your own expense.
- Late assignments will be marked down 10% the first day and 2% every day thereafter to a maximum of 20% per assignment. Assignments will be considered late if handed in after the due date (11:59 p.m. on the due date).
- Extensions will be granted only for special circumstances and must be approved well in advance of the due date. All extensions will be given solely at my

---

<sup>1</sup> <https://www.lakeheadu.ca/academics/departments/english/marking-standards>

<sup>2</sup> <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>



discretion. No assignments will be accepted after 4:30 pm on the final day of class (April 2<sup>nd</sup>).

- If you are using phones, computers, or other media in what I deem to be an inappropriate or disruptive manner, you will be asked to leave the class.

## University Policies

- Students in this course are expected to conform to the [Code of Student Behaviour](#).
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. 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 \(SAS\)](#)<sup>3</sup> and register as early as possible.

This is in accordance with the terms of the [Ontario Human Rights Code](#)<sup>4</sup>, and the process of agreeing to accommodations is collaborative because the student and his/her medical professionals have input, but so does the academic unit. So in English, for instance, we never agree to accommodations that include ignoring grammar errors, because proficiency in English grammar is one of our measured learning outcomes.

- This course outline is available online through the [English Department homepage](#)<sup>5</sup> and/or the [Desire2Learn](#)<sup>6</sup> site for the course.

---

<sup>3</sup> <http://studentaccessibility.lakeheadu.ca>

<sup>4</sup> <http://www.ohrc.on.ca/en/ontario-human-rights-code>

<sup>5</sup> <https://www.lakeheadu.ca/academics/departments/english>

<sup>6</sup> <https://lakeheadu.desire2learn.com/d2l/home>