English/Indigenous Learning 2717FA: Indigenous Literature in Canada

Course Location: Braun Building 1021

Class Times: Tuesdays and Thursdays 2:30-4pm

Prerequisites: One FCE in English at the first-year level, or Indigenous Learning 1100, or second-year standing, or permission of the Chair of the English Department

Note on accessibility: 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. Judith Leggatt
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Course Overview

A study of literature in English by Indigenous authors within the boundaries of what is currently Canada. Topics to be covered will include the relationship between oral and written traditions; the adaptation of forms of English-language literature so that they are more appropriate to Indigenous cultural contexts; and the use of literary texts to teach aspects of philosophy, history, religion and/or environmental science.

Learner Outcomes

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

- read Indigenous texts of all kinds critically, and assess their rhetorical, ideological, and aesthetic strategies.
- write well (grammatically correct, clear, effective prose).
- communicate ideas effectively and coherently, both orally and in writing.
- identify the conventions of literary genres and the ways in which individual Indigenous texts work within, contest, or expand, those genres.
- analyse specific literary devices and explain how those devices contribute to the meaning of an Indigenous literary text.
- explain the role of literature in articulating and creating understandings of Indigenous culture and identity.
- explain how Indigenous texts are produced by, and produce, their historical and cultural contexts.
- adapt the tools of literary analysis to Indigenous-based inquiry.
- identify and assess the social, environmental, and other ethical themes presented in texts.
- contribute to class discussion effectively, either in person or on D2L discussion boards.

Course Resources

Course Website:
There is a Desire2Learn (aka myCourseLInk)[i] site for the course, on which you will find course resources such as a copy of this outline, places where you can continue class discussion online and links to required class material and other useful readings.

Required Course Texts:
Richard Wagamese, *Keeper 'n Me*. Available through the LU Bookstore.
All other texts are available through the MyCourseLink/D2L website for the course

Course Schedule

You should have the readings complete for the first day that the text will be discussed in class.

Theorizing Indigenous Storytelling
Tue., Sep. 7: Introduction
Thu., Sep. 9: Daniel Heath Justice "Introduction: Stories that Wound, Stories that Heal"
Tue., Sep. 14: Basil Johnston, "Is That All There Is? Tribal Literature"
Thu., Sep. 16: Basil Johnston, "Is That All There Is? Tribal Literature"; Niiganwewidom Sinclair, "Kzaugin—Storying Ourselves into Life"

Indigenous Oral Traditions and Indigenous Literature
Tue., Sep. 21: Maria Campbell, "La Beau Sha Shoo"
Thu., Sep. 23: *Coffee with my Ma* (Episode 1)
Tue., Sep. 28: Thomas King, "The One About Coyote Going West"
Thu., Sep. 30: Louis Halfe, "Der Poop" and "My Ledders"; we will be reading Halfe's poems in the context of the **National Day for Truth and Reconciliation**

Short Stories
Tue., Oct. 5: Beth Brant, "A Long Story"; **Short Paper on Theory or Translating Oral Traditions Due**
Thu., Oct. 7: Cherie Dimaline, "Legends are Made, Not Born"

STUDY WEEK

Novel
Tue., Oct. 19: Richard Wagamese, *Keeper 'n Me*
Thu., Oct. 21: Richard Wagamese, *Keeper 'n Me*
Tue., Oct. 26: Richard Wagamese, *Keeper 'n Me*
Thu., Oct. 28: Richard Wagamese, *Keeper 'n Me*

Poetry
Tue., Nov. 2: Pauline Johnson, "The Cattle Thief"
Thu., Nov. 4: Pauline Johnson, "Shadow River" and "The Song my Paddle Sings";
Close Reading of Prose Due
Friday Nov. 5: Last day to drop course without academic penalty (not a class day)
Tue., Nov. 9: Jeannette Armstrong, "History Lesson"
Thu., Nov. 11: Jeannette Armstrong. "Dark Forests" and "Green"

Drama
Tue., Nov. 16: Margo Kane, *Moonlodge*
Thu., Nov. 18: Margo Kane, *Moonlodge*

Film
Tue., Nov. 23: *Atanarjuat/The Fast Runner*

Thu., Nov. 25: *Atanarjuat/The Fast Runner*

Comics
Tue., Nov. 30: Steven Keewatin Sanderson, *Darkness Calls*
Thu., Dec. 2: Steven Keewatin Sanderson, *Darkness Calls*

Monday Dec 6th Paper on Short Stories, Poetry, Drama, Film or Comics Due

Assignments and Evaluation

Table of Assignments

Assignment	Due date	Value	Length
Discussion Questions	By 10:30am on the first day that the text will be discussed.	5X2% =10%	1-3 sentences.
Participation	Throughout term	15%	
Paper on Theory or Orality	October 5, 2021	20%	750 words max
Close Reading of Prose	November 4, 2021	25%	1000 words max
Paper on Short Story, Poetry, Drama, Film, or Comics	December 6, 2021	30%	1500 words max

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- Assignments are due **by 11:59pm** on the dates indicated. Assignments must be submitted online, in the "Assignments" section of the D2L site.
- Please submit assignments in docx. or pdf format.
- If you require an extension on an assignment, please ask for one **BEFORE** the due date.
- Unless you ask for (and receive) an extension, late assignments will be penalized by 2% per day (to a maximum of 20%).
- All assignments must be in MLA format (8th or 9th edition), double spaced, with 1" margins, and in 12-point font.

DETAILS OF ASSIGNMENTS

Discussion Questions

Due: 10:30 am / four hours before the start of the first class in which the text you are asking the question about will be discussed.
Weight: 2% each X 5

- These questions will allow students to help shape the direction of the course, suggesting topics for discussion in class and in the forums.
- You will post your individual discussion questions in the discussion forum for the text in question, using the "Start a New Thread" option.

- You can only ask one question per genre/section of the course (There are 8 sections).
- Questions should point to specific parts of aspects of the text, rather than being general questions about the genre or course.
- Questions should be designed to provoke discussion; they should not be ones that can be answered with a single word.
- The ideal question is one which you don't know the answer to, or one that has more than one possible answer.
- Your question can focus on close reading of the text, *or* put the text in a larger cultural or historical context, *or* draw connections between texts on the course, looking back to texts we have already studied.
- If you are stuck, you can look at the learner outcomes of the course for guidance and use them as a starting point to formulate your question, but make sure you tailor those larger concepts to the specifics of the text.
- Good, specific, thoughtful questions will earn 2/2. Vaguer questions, or ones that have only one correct answer, or that ask for yes/no answers will receive part marks.
- You can ask more than 5 questions and will be graded on your top 5.

Participation
Due: Throughout Course
Weight: 15%

Class participation is a necessary and important part of university courses, in which we all learn by exchanging ideas and information. Posted discussion questions will shape much of the discussion.

- You are expected to participate regularly (at least 3 times per week) in class and/or in the discussion forums. You can participation in one venue, or in both.
- Discussion forum posts are not expected to be formal or long (150 word maximum is a good rule of thumb).
- You can use the discussion boards to answer the questions or make new points and will get credit for participation for any contributions you make within 48 hours of class.
- Participation will be based on the quality and relevance of your contributions to the discussion, which can include asking questions, making suggestions, providing information, and friendly debates.
- Make sure that participation demonstrates engagement with the texts.
- While disagreement over ideas is encouraged, personal attacks are unacceptable.
- Make sure you leave room for your classmates to participate too.
- There is a participation rubric on D2L, which will give you more details about what is expected.
- Mid-term participation grades will be assigned after the 6th week of class, to give you a sense of how you are doing.

Paper on Theory or Orality
Due: October 5
Weight: 20%
Length: **Max** 750 words (not counting title or works cited)

- For this short paper, you will take one of the posted discussion questions, and answer it in a more formal and detailed way, creating a thesis, and supporting that thesis with direct reference to one of the course texts in the theory or the oral traditions section. You are allowed to answer your own question.
- Since this paper is very short, make sure that you
  a) pick a question that you can answer in less than 3 pages (2.5 with a smaller font) and
  b) narrow your answer to a very specific topic and thesis.
- If you are having difficulty focusing your ideas, make an appointment to see your professor or GA. We are happy to talk though ideas with you and help you find a focus.

Close Reading of Prose
Due: November 4
Weight: 25%
Length: **Max** 1000 words (not counting title or works cited)

- For this paper, you will take a passage (no longer than a page) from *Keeper 'n Me* and provide a close reading.
- The close reading must prove a thesis about the passage you choose, and explain how its details contribute to the themes of the novel as a whole. Research is not required, but you must cite the novel and any other sources you use.
- If you are having difficulty focusing your ideas, make an appointment to see your professor or GA. We are happy to talk though ideas with you and help you find a focus.

Paper on Short Story. Poetry, Drama, Film, or Comics
Due: December 6
Weight: 30%
Length: **Max** 1500 words (not counting title or works cited)

- For this you will take one of the posted discussion questions, and answer it in a more formal and detailed way, either in a formal paper, or in another appropriate format (eg. podcast, video essay, creative response).
- For this project, you should situate your own ideas in a larger discussion by making reference to at least two academic or other appropriate cultural secondary sources that go beyond the required reading for the course.
- Your project can take the form of literary and/or cultural analysis, but make sure that you are focused on the text.
- If you are having difficulty focusing your ideas, make an appointment to see your professor or GA. We are happy to talk though ideas with you and help you find a focus.

Marking Standards

All papers will be marked in accordance with the English Department Marking Standards[ii].

Collaboration/Plagiarism Rules

All assignments, apart from groupwork, are individual assignments and should be entirely your own work. While feedback from the professor, your classmates, or others can be useful to help you revise your work, that revision must be done by you.

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, including collaborating on individual assignments, will be reported and infractions penalized as required by the Student Code of Conduct - Academic Integrity[iv]

Course Covid Policies

- Be respectful to each other.
- All students, faculty, and staff accessing Lakehead University properties must complete a daily COVID-19 screening using our Mobile Safety app before arriving. Remember to do this every day you are attending class.
- As current university policy dictates, “All persons entering or remaining in these premises must wear a mask or face covering that securely covers the nose, mouth, and chin as required by the Medical Officer of Health under the authority of the Emergency Management and Civil Protection Act (EMCPA) Ontario Regulations 263/20, 364/20.”
- **If you are sick, have been exposed to someone who has tested positive for Covid, or have any Covid symptoms, do not come to class**. Powerpoints from class will be available on D2L/MyCourseLink, and you can participate online and still get full participation marks.
- **If the professor is sick but still functional, or has been exposed to someone with Covid, class will take place over Zoom**. If this is the case, I will send an email to the class before 8:30am on the day of the affected class. If class is cancelled, I will send out an email by the same time.
- In order to attend class, you must have received your first vaccine dose by September 7, and your second dose by October 7, in order to be fully vaccinated no later than October 21, 2021.

University Policies

- Students in this course are expected to conform to the Student Code of Conduct - Academic Integrity[iii].

- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code[iv]. 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)[v] and register as early as possible.

This course outline is available online through the English Department homepage[vi] and/or the Desire2Learn or My Courselink[i] site for the course.

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[i] https://mycourselink.lakeheadu.ca/d2l/home
[ii] https://www.lakeheadu.ca/programs/departments/english/marking-standards
[iii] https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239
[iv] http://www.ohrc.on.ca/en/ontario-human-rights-code
[v] https://www.lakeheadu.ca/students/student-life/student-services/accessibility
[vi] https://www.lakeheadu.ca/programs/departments/english