English/Indigenous Learning 2717: Indigenous Literature in Canada

Course Location: Zoom

Class Times: Tuesday/Thursday 8:30-10:00 a.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.

Table of Contents

Instructor Information **1**
Course Description **2**
Course Objectives **2**
Course Resources **2**
Required Course Texts 2
Course Website 2
Course Schedule 3
Assignments and Evaluation **4**
Table of Assignments 4
Assignment Policies 5
Details of Assignments 5
Online Discussion Weight: 20 marks 5
Close Reading Weight: 20 marks 6
Formal Paper Weight: 30 marks 6
Final Exam Weight: 30 marks 7
Marking Standards **7**
Collaboration/Plagiarism Rules **7**
Course Policies **7**
University Policies **8**

Instructor Information

- Instructor: Rebecca Menhart
- Email: ramenhar@lakeheadu.ca
- Office Hours: by appointment

Course Description

A study of literature in English by First Nations, Métis and Inuit authors within 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.

Course Objectives

- read Indigenous texts of all kinds critically and assess their rhetorical, ideological and aesthetic strategies.
- 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.
- explain the role of literature in articulating and creating categories of identity.\
- think independently and critically about literature and the issues raised by texts
- write well (grammatically correct, clear, effective prose).
- communicate ideas effectively and coherently.
- identify conventions of a variety of genres and identify ways in which individual texts work within or expand the definitions of that genre.
- analyze specific literary devices and explain how those devices contribute to the meaning of a literary text.
- use library resources to research a topic and use these to illuminate a text.
- contribute effectively to online class discussions

Course Resources

Required Course Texts

- King, Thomas. *The Inconvenient Indian: A Curious Account of Native People in North America*. Anchor Canada, 2012.
- Ruffo, Armand Garnet et al. *An Anthology of Indigenous Literatures in English: Voices from Canada*. 5th ed. Oxford UP, 2020.
- Taylor, Drew Hayden. *Take Us to Your Chief and Other Stories.* Douglas & McIntyre, 2016.
- Yahgulanaas, Michael Nicoll. *Red: A Haida Manga*. Douglas & McIntyre, 2014.

Course Website

- Desire2Learn (or myCourseLInk)[i]

Course Schedule

AILE= *An Anthology of Indigenous Literatures in English*

Week	Topic	Reading
Jan. 12/14	Introduction Theoretical Framework	• Basil Johnston: "One Generation from Extinction" (AILE 96-101) • "Traditional History of the Confederacy" (AILE 2-4) • Thomas King: "Chapter 3" *The Inconvenient Indian* • Marvin Francis: "BNA Actor" (AILE 390-2)
Jan. 19/21	History versus Story **Close Reading Guidelines (Jan. 19)**	• Thomas King: "Chapter 1" *The Inconvenient Indian* • Armand Garnet Ruffo: "Poem for Duncan Campbell Scott" (AILE 395) • Annharte: "One Way to Keep Track of Who Is Talking" (D2L: Readings) • Drew Hayden Taylor: "A Culturally Inappropriate Armageddon" (*Take Us to Your Chief*)
Jan. 26/28	History and Stereotypes	• Thomas King: "Chapter 6" *The Inconvenient Indian* • Mo nique Mojica: from "Princess Pocahontas and the Blue Spots" (AILE 362-9) • Wayne Keon: "my sweet maize" (AILE 196-8) • Jeannette C. Armstrong: "History Lesson" (AILE 213-4)
Feb. 2/4	From History to the Present	• Thomas King: "Chapter 4" *The Inconvenient Indian* • Drew Hayden Taylor: "Petropaths" (*Take Us to Your Chief*) • Wayne Keon: "i'm not in charge of this ritual" (AILE 194-5) • Alootook Ipellie: "Walking Both Sides of an Invisible Border" (AILE 299-300)
Feb. 9/11	Colonization and the Corruption of Symbology **Formal Paper Guidelines and Research (Feb. 9)**	• Thomas King: "Chapter 5" *The Inconvenient Indian* • Drew Hayden Taylor: "Take Us to Your Chief" (*Take Us to Your Chief*) • Louise Halfe: "My Ledders" (AILE 348-9) • Emma Lee Warrior: "Compatriots" (D2L: Readings) • Duncan Mercredi: "god shrugged and turned his back" (AILE 319-20) • **Close Reading due February 11**
Feb. 15-19	Winter Study Break	
Feb. 23/25	Knowledge and Awakening	• Drew Hayden Taylor: "Lost in Space" (*Take Us to Your Chief*) • Alootook Ipellie: "Waking Up" (AILE 293-6) • Drew Hayden Taylor: "I Am … Am I" (*Take Us to Your Chief*)

Mar. 2/4	Women and Politics: #shedrivesatoyota	• Beth Cuthand: "Post-Oka Kinda Woman" (D2L: Readings) • Margo Kane: "Moonlodge" (AILE 305-16) • Louise Halfe: "Body Politics" (AILE 344) • Marilyn Dumont "Squaw Poems" (AILE 375-6)
Mar. 9/11	Rage and Retribution … and Manga	• Michael Nicoll Yahgulanaas: *Red: A Haida Manga* • **March 12: Final Date for Withdrawal from Course without Penalty**
Mar. 16/18	Loss and Recovery	• Thomas King: "Chapter 8" *The Inconvenient Indian* • Beatrice Mosionier: from *April Raintree* (AILE 249-61) • Kateri Akiwenzie-Damm: "Grandmother, Grandfather" (AILE 496) • Philip Kevin Paul: "The Cost" (AILE 537-8) • **Formal Paper Due March 18**
Mar. 23/25	Voice and Stories: Back to Orature	• Rita Joe: "I Lost My Talk" (AILE 114) • Jeannette C. Armstrong: "Keepers Words" (AILE 225-6) • Thomas King: "'You'll Never Believe What Happened': The Truth About Stories" (AILE 178-82)
Mar. 20/Apr. 1	Community, Memory, and Re-Envisioning Belief	• Thomas King: "Chapter 10" *The Inconvenient Indian* • Ruby Slipperjack: "Blueberry Days" (AILE 334-40) • Drew Hayden Taylor: "Dreams of Doom" (*Take Us to Your Chief*)
Apr. 6/8	Back to the Future: #aslongasthegrassisgreen Review	• Thomas King: "Chapter 9" *The Inconvenient Indian* • Annharte: "Coyote Columbus Café" (AILE 155-60) • Jeannette C. Armstrong: "Threads of Old Memory" (AILE 221-4) • Connie Fife: "Witnessing" (AILE 450) • **Review**

Assignments and Evaluation

Table of Assignments

Assignment	Due date	Value	Length
Online Discussion	Throughout term	20	8 x 1-2 paragraphs/week
Close Reading	February 11	20	3-4 pages
Formal Paper	March 18	30	5-8 pages
Final Exam	April 15	30	

Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- All assignments are due by 11:59 p.m. on the dates indicated. Assignments must be submitted 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 by 2% per day (to a maximum of 20% per assignment) and will not be accepted after 4:30 pm on the last day of classes for the term (April 8th).
- 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

Online Discussion — Weight: 20 marks

Each Monday during the term, I will post the weekly discussion question or topic. Each student is expected to contribute a thoughtful and thorough response either to the topic itself or directly to another student's contribution. You will have from 12:00 a.m. Monday morning until 11:59 p.m. Sunday evening to contribute to that week's discussion. The weekly discussion thread will close at midnight on Sundays, and the new thread will be opened.

Each student is expected to respond to **8** of the **12** posted discussions during the term; this gives you leeway during your busier periods to skip a week here and there. These discussions are significant as they will provide a framework for critical engagement with the week's readings.

In your response, you are expected to express your opinion and back up your position with course concepts and information from source material. Direct quotations are permissible, but not necessary; provide page citations for all such material (even when paraphrasing). You are also permitted to reference works not on the reading list, topical current news related to the topic, and scholarly links to add to the depth of your response.

At a bare minimum, each student is expected to write 1-2 paragraphs (each comprised of 5-8 sentences) for each of his or her responses.

You are welcome to (and should) respond more often to the weekly topics; the discussion board essentially functions as in-class engagement and is often the best place to offer engaging or oppositional viewpoints, ask for or give clarification on difficult

topics, or refine the topic to something in particular that you are interested in or want to share with others. I will also consider additional thoughtful and engaging responses to other students' posts in your grade for the week.

If you choose to provide a major response to more than 8 of the discussion topics throughout the term, your responses will be taken into consideration for considered bonus marks (at my discretion).

While disagreement over ideas is encouraged, keep in mind that personal attacks of any kind are unacceptable. Make sure you leave room for your classmates to participate too.

Feedback on discussion responses will be given after week two and week six, as well as at the end of term.

Close Reading ***Weight: 20 marks***

Perform a close reading of any **one** of the poems in *An Anthology of Indigenous Literatures in English* that is **NOT** on the course reading list. If you are uncertain as to which texts are considered poetry, email me for confirmation.

NO outside sources are to be used for this assignment; instead, it should focus on your own personal interpretation of the poem's larger meaning and how the various literary devices used by the author enhance this interpretation.

Resources related to close readings can also be found on the Desire2Learn site.

The close reading will be written in essay format, between 3-4 pages in length, and formatted according to MLA style (a link to the Purdue Online Writing Lab is available on D2L).

This assignment is due by 11:59 p.m. **February 11th.**

Formal Paper **Weight: 30 marks**

Your formal paper will address one of the following issues:

1. Discuss the representations of spirituality in 2-3 texts from the reading list (listed in the course schedule on the syllabus).
2. How are awakening and empowerment depicted in 2-3 texts on the reading list?
3. How do different genres of literature (for example, graphic novels, science fiction or manga) enable the author to re-envision both the past and the future for Indigenous communities? Discuss 2-4 texts from the reading list.
4. A topic of your choosing. The topic must be approved by me via email at least two weeks in advance of the due date.

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 or email me.

Your paper will be **5-8 pages** in length, include at least **4 academic secondary sources** (as well as material from primary sources: the literature itself), and follow MLA style for both formatting and documentation. It is due by 11:59 p.m. **March 18th**.

Final Exam ***Weight: 30 marks***

The three-hour final exam will be a take home exam that you will have one week to complete. The exam will be posted on D2L at the end of the final class for the term. When writing the exam, you are permitted to use the primary texts, your notes, and a set of approved resources that will be provided in the Exam module. No other outside aids allowed. It must be submitted to the Final Exam submission folder by 11:59 p.m. on **April 15th**.

Marking Standards

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

Collaboration/Plagiarism Rules

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Examples include: copying and pasting from the internet, a printed source or other resource, not acknowledging your debt to the ideas of a secondary source with a proper internal citation, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student's work (whether past or present), collaborating with another student on an individual assignment, submitting the same piece of work, or portions of previously submitted work, in more than one course, without the permission of the instructor(s)

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 Student Code of Conduct[iii].

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.
- Discussion posts must be completed in the assigned week; no late submissions or extensions will be allowed.

- Late assignments will be marked down 2% per day 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 discretion. No assignments will be accepted after 4:30 pm on the final day of class (April 8th).

University Policies

- Students in this course are expected to conform to the Student Code of Conduct - Academic Integrity[iv].
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the Ontario Human Rights Code[v]. 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)[vi] and register as early as possible.

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

[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
[iv] https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239
[v] http://www.ohrc.on.ca/en/ontario-human-rights-code
[vi] https://www.lakeheadu.ca/students/student-life/student-services/accessibility
[vii] https://www.lakeheadu.ca/programs/departments/english