English/Indigenous Learning 3751WA: Indigenous Children’s and Young Adult Literature

Course Location: RB1021
Class Times: WF 10-11:30am
Prerequisite: Two FCEs in English, including at least one half-course at the second-year level; or two FCEs in Indigenous Learning, including at least one half-course at the second-year level; or permission of the Chair of the Department of English.

If you require information or documents from our office in another format, please contact your instructor. We are happy to help you.

Instructor: Dr. Judith Leggatt
Office: RB3041
Telephone: 807-343-8286
Email: jleggatt@lakeheadu.ca
Office Hours: Wednesdays and Fridays 10-11am or by appointment

Teaching Assistant: Jordan Johnston
English Graduate Student Office: RB3032
English Graduate Student Telephone: 807-343-8855
Email: jdjohnst@lakeheadu.ca
Office Hours: TBA
Course Description
A study of children’s and young adult literature written by First Nations, Native American, Métis and Inuit authors. Texts to be studied will cover a range of genres, such as picture books, graphic novels, fiction, television, and games.

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

• Think independently and critically about Indigenous children’s and young adult literature and the issues raised by texts.
• Explain how Indigenous children’s literature is produced by, and produces, its historical and/or cultural contexts.
• Explain the role of Indigenous children’s literature in articulating and creating categories of identity.
• Analyse texts from a variety of theoretical perspectives.
• Analyse specific storytelling devices and explain how those devices contribute to the meaning of a literary or cultural 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

Course Website
There is a Desire2Learn (D2L) site for the course where you can access course readings and other materials, such as this outline and PowerPoints from lectures, and where you can submit assignments. It is available through the MyCourseLink tab in the Academics section of the university website, or through MyInfo.

Required Texts
Available online through MyCourseLink:
Pauline Johnson, “We-rho’s Sacrifice”
E-Yeh-Shure’ (Blue Corn), I am a Pueblo Indian Girl
Coyote’s Crazy Smart Science Show
Available at the bookstore:
Ruby Slipperjack, *Little Voice*.
Sherman Alexie, *Flight*.
Richard van Camp, *What’s the Most Beautiful Thing You Know About Horses*. Illustrated by George Littlechild.
Monique Gray Smith, *My Heart Fills with Happiness*. Illustrated by Julie Flett.

Course Schedule
You should have the readings complete by the first day the text will be discussed in class. If possible, bring the relevant text to class with you.

Jan 10: Introduction

**Storytelling and Pedagogy across genres**

Jan 12: “We-rho’s Sacrifice”

Jan 17: *I am a Pueblo Indian Girl*

Jan 19: *Little Voice*

Jan 24: *Little Voice*; essay writing and explanation of first assignment.

Jan 26: *Little Voice*

Jan 31: *Coyote’s Crazy Smart Science Show* (Episode 1: Light)

Feb 2: *Coyote’s Crazy Smart Science Show* (Episode 12: Science of Art)

Feb 7: *Coyote’s Crazy Smart Science Show* (Game)

**Youth at Risk**

Feb 9: *Night Wanderer*; short paper due

Feb 14: *Night Wanderer*; looking forward to the final assignment, situating your argument in larger discourses and writing proposals

Feb 16: *Night Wanderer*

READING WEEK

Feb 28: *7 Generations*.

Mar 2: *7 Generations*

Mar 7: *7 Generations*; proposal for major assignment due.

Mar 9: *Flight*; last day to drop class without academic penalty.

Mar 14: *Flight*
Mar 16: *Flight*

**Indigenous Picture Books: Intertwining Visual and Verbal Storytelling**

Mar 21: *Coyote Columbus Story*

Mar 23: *Coyote Columbus Story*

Mar 28: *What’s The Most Beautiful Thing You Know About Horses?*

Mar 30: GOOD FRIDAY; no class.

Apr 4: *What’s The Most Beautiful Thing You Know About Horses? Major paper due.*

Apr 6: *My Heart Fills with Happiness; study questions for final exam will be distributed*

Tuesday April 10: Make-up/Catch-up class (if necessary; if not, extra office hours will be held at that time)

Wednesday, April 11: All term work must be submitted by 4:30pm or it will not be accepted.

### Assignments and Evaluation

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Value</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Paper</td>
<td>February 9, 2018</td>
<td>20%</td>
<td>1000 words</td>
</tr>
<tr>
<td>Proposal and Bibliography</td>
<td>March 7, 2018</td>
<td>10%</td>
<td>300-500 words + bibliography</td>
</tr>
<tr>
<td>Research Project</td>
<td>April 4, 2018</td>
<td>30%</td>
<td>2000 words</td>
</tr>
<tr>
<td>Participation</td>
<td>Throughout term</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>TBA</td>
<td>30%</td>
<td>Three hours</td>
</tr>
</tbody>
</table>

### Assignment Policies

- All assignments are individual assignments and cannot be completed collaboratively.
- Assignments are due **by 4:30pm** on the dates indicated. Assignments can be submitted either online (in the “Assignments” section of the MyCourseLink site), or in hard copy.
- If you submit assignments online, please submit them in Word format, with a file name indicating your last name and the assignment (eg. LeggattProposal.doc).
- If you are handing in a hard copy, and do not hand in your paper in class, have it date stamped by security and **immediately** submit it either to the English department office (RB3029), or the instructor’s office (RB3041). Assignments submitted more than 2 hours after they have been date stamped will count as having been submitted on the date the instructor receives them, rather than the date they were date stamped.
- If you require an extension on an assignment, you must 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%), and will not be accepted after 4:30pm on Wednesday, April 11, 2018.
- 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

Short Paper
Due: February 9, 2018
Weight: 20%
Length: 1000 words

Provide a close reading of one of the following:

• The picture and image for “Deer, Antelope and Buffalo” OR for “Birds and Their Feathers” in I am a Pueblo Indian Girl.
• The passage from Little Voice where Ray falls asleep in the canoe and runs the rapids.
• ONE of the animations or live action science lessons on the “Coyote Science” website EXCEPT the ones that appeared in Episode 1 and 12 (which we will be discussing in class)

Keep the following in mind as you develop your ideas and write your essay:
• Narrow the focus of your close reading so that you are proving a precise, analytic, and interesting thesis.
• Make sure to back up your analysis with detailed references to the text you are discussing.
• Your paper should focus on your own close reading. You are not required to use secondary sources for this assignment, but if you do so, make sure to cite them.

Research Project
Rather than assigning topics, I am asking you to come up with your own research topics, according to what interests you about the course. You can deal in depth with a single text, or make an argument about a trend, examining linked texts. Your project should include both literary and cultural analysis, and be situated in larger discourses using appropriate research. While academic essays are encouraged, you are also free to express your ideas in another format (story, visual art, video, etc.), so long as you are engaging with texts and have a research component. Creative projects, such as story or picture, should be accompanied by an explanation of how they operate as literary analysis (pro-tip . . . this is where your research will likely come in). If you are having difficulty coming up with a topic, make an appointment to see your professor or GA. We are happy to talk though ideas with you and help you find a focus.

Proposal and Bibliography
Due: March 7, 2018 (or before if you want feedback earlier)
Weight: 10%
Length: 300-500 word proposal + bibliography.
You will submit a 300-500 proposal for your major project, which can deal with any aspect of Indigenous children’s and young adult literature in any form appropriate to your topic. Your proposal should explain:

a) What you intend to research and discuss, being explicit about what texts and topic you will be addressing.

b) How you will pursue your topic, including your theoretical perspective, your research plan, and an explanation of your methodology, including your medium if you are not writing a traditional academic paper.

c) The significance of your topic, and what you hope to prove (ie your working thesis).

Your bibliography must include at least three secondary sources that go beyond the assigned texts for the course; make sure your sources include both secondary sources by Indigenous thinkers and scholarly books or journal articles (the two often overlap). You should also include your primary texts and any other course texts you cite in your proposal.

Submission of Completed Project
Due: April 4, 2018
Weight: 30%
Length: 2000 words

The final version of your project should meet the requirements noted in the description above and take into account the feedback received on your proposal. You should be working on the project throughout the second half of the semester, so that you can hand in something you are proud of. If you have any questions or run into any problems as you are working on the project, contact Judith or Jordan. We are always happy to help.

Participation
Due: Throughout Course
Weight: 10%

Class participation is a necessary and important part of university courses, in which we all learn by exchanging ideas and information. Participation can include asking questions, answering questions, making suggestions, providing information, and friendly debates. While disagreement over ideas is encouraged, personal attacks are unacceptable. Make sure you leave room for your classmates to participate too. Absences will adversely affect your participation mark. The class participation mark will be divided into two halves, with the first mark assigned at the end of the 6th week, to allow feedback as the course progresses.

Final Exam
Due: As Scheduled During Exam Period
Weight: 30%
Length: 3 hours
The exam will consist of writing two essays. You will have a choice of five questions, and will be given a list of 8 possible essay topics in advance.

The final exam must be written at the scheduled time. Do not make arrangements to leave campus for the year until the exam schedule is posted.

Marking Standards
Both paper will be marked in accordance with the English Department Marking Standards\(^1\). The annotated bibliography will be marked according to the rubric posted on the course D2L site.

A Note on Plagiarism
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\(^2\).

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 in accordance with the terms of the Ontario Human Rights Code\(^3\). 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)\(^4\) and register as early as possible.

This course outline is available online through the English Department homepage\(^5\) and/ the Desire2Learn\(^6\) site for the course.

\(^1\) [https://www.lakeheadu.ca/academics/departments/english/markin...](https://www.lakeheadu.ca/academics/departments/english/markin...)
\(^2\) [https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities](https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities)
\(^4\) [http://studentaccessibility.lakeheadu.ca](http://studentaccessibility.lakeheadu.ca)
\(^5\) [https://www.lakeheadu.ca/academics/departments/english](https://www.lakeheadu.ca/academics/departments/english)
\(^6\) [http://lakeheadu.desire2learn.com/d2l/home](http://lakeheadu.desire2learn.com/d2l/home)