

2017-2018

COURSE TITLE:	INDIGENOUS LEARNING 3501: NATIVE NARRATIVES, MYTHS, LEGENDS, AND CEREMONIES
Instructor:	Dr. Lana Ray
Office Hrs:	Thursday 1:00-2:00 pm or by appt. (Ryan Building RM 2039)
Email:	lray@lakeheadu.ca
Classroom:	RB 3024
Day and Time	Tuesday 2:30-4:00 pm & Thursday 2:30-4:00 pm

COURSE DESCRIPTION

A variety of Native narratives, myths, legends and ceremonies are surveyed in this course using and developing methodologies both of current scholarship and Native traditions.

LEARNING OUTCOMES

1. To understand principles, expressions and uses of Indigenous storytelling and ceremony from a disciplinary perspective and in relation to self
2. To articulate and apply methodologies in Indigenous storytelling
3. To understand and articulate key considerations, benefits and challenges of applying Indigenous storytelling and ceremony in a variety of settings

TEXTS/READINGS

- Centering Anishinaabeg Studies, J. Doerfler, N.J. Sinclair & H.K. Stark (Eds.)
- Ojibway Ceremonies, B. Johnston
- Select readings available in electronic format via D2L

ASSIGNMENTS AND EVALUATION

Evaluation of learner work will be based on percentage points earned for engagement and participation, and for completion of assignments. Point values will be reduced for late assignments at a rate of 2% per day. Assignments received more than a week late will not be considered for credit unless there are exceptional circumstances. Course evaluation measures include:

Story Lab Participation (10%) - Ongoing

You will be required to actively participate in the story labs listed in the course schedule.

Storytelling Circle Reflection Assignment (10%) – Due September 21, 2017

In 5-7 pages, you should discuss your experience in the storytelling circle, including insights on select stories, how your interpretation differed or was the same, what informed your interpretations of the stories and how you would classify the stories based off the weekly readings.

‘Expressions of Story’ Assignment (10%) - Due November 2, 2017

For this assignment, you will be required to utilize symbolic literacy to tell a story about a topic

decided upon in class. A 2-3-page write-up must be submitted with your piece explaining your approach (please reference the weekly readings and additional references) in your explanation for the piece. Key topics that should be addressed in the write-up are:

- Connection between piece and symbolic literary, broadly and in technique
- Use of symbolic literacy to convey a story
- The meaning or story being told in your piece

‘Working with Stories’ Paper (25%) – Due January 11, 2018

You will be required to select one of the topics from the ‘working with stories’ weeks as the topic of your paper. Specifically, you will further research your topic and apply the methodology selected to a set of stories that will be preapproved by the course instructor. The paper should focus on how you applied your methodology, your analysis and conclusion and a reflection on the process and should be 10-15 pages. Stories used in the assignment must also be provided in a hard copy or electronically.

Group Presentation (20%) – Due day of assigned presentation date

Based off weekly topics (weeks 20-22), your group will draw from required and additional readings, to present on the topic at hand. This presentation should be approximately 1-1.5 hours in length and an electronic copy of the presentation should be handed in via email after the presentation. You will also be required to present your portion of the presentation. Please develop and include clear objectives in your presentation.

Experiential Learning Portfolio (25%)- Due April 5, 2018

You will be expected to participate in a minimum of 5 Indigenous-based experiential learning activities on your own time and document and reflect on these experiences. You must:

- Provide a brief description of the activities;
- Discuss your learning experiences (what you learned or didn’t learn and why, barriers to learning, new insights on learning etc.);
- Discuss intersections with course content (what themes, processes etc. were present or expanded upon), and;
- Discuss how these experiences inform your discipline of study and your personal life (e.g. What did this experience teach me about myself? How has this experience given me new knowledge or tools within my discipline? etc.).

It is expected that you will attend more than one type of activity and that you will participate in these activities over the course of the class to allow for adequate reflection time.

*All assignments with reference to outside sources must use APA format.

COURSE SCHEDULE

Class	Topic and Assigned Readings	Assignments Due
Week 1 Sept. 5th	<p style="text-align: center;">COURSE INTRODUCTION</p> <p>-Centering Anishinaabeg Studies: B. Pitawanakwat, p. 363-377 - A Transformative Framework for Decolonizing Canada: A Non-Indigenous Approach, P. Regan</p>	

Week 2 Sept. 12th	INTRODUCTION TO STORYTELLING/TYPES OF STORIES -Stalking with Stories, K. Basso -Centering Anishinaabeg Studies Epilogue, ix-xxvii	September 14 th Lab: Storytelling Circle
Week 3 Sept. 19th	ETHICS, PROTOCOLS AND STORYTELLING -Risky Stories: Speaking and Writing in Colonial Spaces, L. Davis - A Give Away in Indigenous Storywork, J. Archibald - First Nations Ethics First Nations Ethics Guide on Research Research and Aboriginal Traditional Knowledge, AFN	Storytelling Circle Reflection Assignment Sept. 21 st
Week 4 Sept. 26th	CREATION STORIES -Centering Anishinaabeg Studies: B. Johnston, p. 3-12 -Centering Anishinaabeg Studies: L. Simpson & E. Manitowabi, p. 279-293. -Ojibway Heritage (Chp.1), B. Johnston - Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!), V. Watts	
Week 5 Oct. 3rd	EXPRESSIONS OF STORY: CEREMONY -Ojibway Heritage (Chps. 2, 11), B. Johnston - Drum Teachings: Howard Walker, https://www.youtube.com/watch?v=FnruU0QZANK	
Oct. 10th	FALL READING WEEK-NO CLASS	
Week 6 Oct. 17th	EXPRESSIONS OF STORY: WAMPUM -The Underlying Importance of Wampum Belts: Alan Corbiere, https://www.youtube.com/watch?v=wb-RftTCQ_8 -Wampum as Hypertext: An American Indian Intellectual Tradition of Multimedia Theory and Practice, A. Haas	
Week 7 Oct. 24th	EXPRESSIONS OF STORY: ARTWORK -Centering Anishinaabeg Studies: D. Stirrup p. 297-316 -Centering Anishinaabe Studies: M. McGlennen, p. 341-359 - No Sense of the Struggle: Creating a Context for Survivance at the NMAI, S. Atalay	
Week 8 Oct. 31st	EXPRESSIONS OF STORY: LAND -Centering Anishinaabeg Studies: M. Noori p. 35-57 -Ojibwe Heritage (Chps. 3-4), B. Johnston	November 2 nd Storytelling Lab: Presentation and Discussion of 'Expression of

		Story' Assignment
Week 9 Nov. 7th	<p>WORKING WITH STORIES: COMMUNITISM & GIFT GIVING</p> <ul style="list-style-type: none"> -Native American Literatures and Communitism in That the People Might Live, J. Weaver -The Girl who Married a Bear and Introduction in Wo(men) and Bears: The Gifts of Nature, Culture and Gender Revisited 	
Week 10 Nov. 14th	<p>WORKING WITH STORIES: HERMENEUTICS</p> <ul style="list-style-type: none"> -Cultural Sovereignty and Native American Hermeneutics in the Interpretation of the Sacred Stories of the Anishinaabe, L. Gross -Hawaiian Hermeneutics and the Triangulation of Meaning: Gross, Subtle, Causal, M. Meyer -Toward a Native Anthropology: Hermeneutics, Hunting Stories, and Theorizing from Within, D. Ranco 	
Week 11 Nov. 21st	<p>WORKING WITH STORIES: DISCOURSE ANALYSIS</p> <ul style="list-style-type: none"> - "What Happens in Life": An Introduction to Linguistic Discourse Analysis and "Leave it to Beaver": Discourse Analysis of a Traditional Anishinaabe Legend In "You're so Fat!": Exploring Ojibwe Discourse, R. Spielmann -Racism in the news: A Critical Discourse Analysis of news reporting in two Australian newspapers, P. Teo 	Storytelling Lab: Media Analysis
Week 12 Nov. 28th	<p>WORKING WITH STORIES: LIFE HISTORY</p> <ul style="list-style-type: none"> -Life History and Life Story In, Life Lived Like a Story, J. Cruikshank - Decolonization and Life History Research: The Life of a Native Woman, J. Wheaton-Abraham - A Different Kind of Listening: Recent Work on Indigenous Life History in British Columbia, S. Trimble 	
	EXAMINATION PERIOD AND WINTER BREAK-NO CLASS	
Week 13 Jan. 9th	<p>STORYS IN ACTION: SOCIAL CHANGE</p> <p>Two Part Lab: "A changemaker's guide to storytelling"</p>	<p>Lab: Social Change Story</p> <p>January 11th "Working with Stories" Paper Due</p>

Week 14 Jan. 16th	STORYS IN ACTION: TRUTH TELLING AND HEALING -Indigenous Storytelling, Truth-telling, and Community Approaches to Reconciliation, J. Cornassel -Centering Anishinaabeg Studies: D. Miner, p. 317-340	
Week 15 Jan. 23	STORIES IN ACTION: RESISTANCE - Speaking Truth to Power: Indigenous Storytelling as an Act of Living Resistance, A. Sium & E. Ritskes -Centering Anishinaabeg Studies, K. Blaeser, p. 237-258	
Week 16 Jan. 30	STORIES IN ACTION: COURT PROCEEDINGS - Reading Beyond the Lines: Oral Understandings and Aboriginal Litigation, A. Craft -The Spirit of Delgamuukw and Aboriginal Oral Traditions in Ontario, D. McNab	
Week 17 Feb. 6th	CEREMONY, STORY AND HUMAN DEVELOPMENT -Ojibway Heritage (Chps. 9 & 10) -Centering Anishinaabeg Studies, J. Pelletier, 149-170 *Friday February 2nd is the final date of withdrawal for this class	Storytelling Lab: TBD
Week 18 Feb. 13th	CEREMONY, STORY AND DIPLOMACY -Respect, Responsibility and Renewal: The Foundations of Anishinaabe Treaty Making within the United States and Canada, H. Stark - Transnationalism, Anishinaabe, Native American, Diplomacy, Law, J. Bauerkemper & H. Stark	
Feb. 20th	WINTER READING WEEK-NO CLASS	
Week 19 Feb. 27th	STORYTELLING AND LAW -Centering Anishinaabeg Studies: Doefler, p. 173-190 -Centering Anishinaabeg Studies: Fletcher, p. 191-212 -Centering Anishinaabeg Studies: Stark, p. 259-278	
Week 20 March 6th	CEREMONY, STORY AND CRIMINAL JUSTICE -Tradition and Transitions: Elders Working in Canadian Prisons, 1967-1992, S. Adema (additional readings to be assigned by groups)	Group Presentations
Week 21 March 13th	CEREMONY, STORY AND HEALTH CARE	Group Presentations

	-Digital storytelling: a tool for health promotion and cancer awareness in rural Alaskan communities, M. Cueva and colleagues (additional readings to be assigned by groups)	
Week 22 March 20th	CEREMONY, STORY AND ENVIRONMENT STUDIES -Centering Anishinaabeg Studies: M. Nelson, p. 213-233 (additional readings to be assigned by groups)	Group Presentations
Week 23 March 27th	CEREMONY, STORY AND EDUCATION -Centering Anishinaabeg Studies: T. Peacock, p. 103-115 (additional readings to be assigned by groups)	Group Presentations
Week 24 April 3rd	SYNTHESIS AND FEAST -Centering Anishinaabeg Studies: L. Borrows, 397-407	April 5 th Experiential Learning Portfolio Due



Attendance is important and is expected. Courses are based on reflection, discussion, and interaction, much of which takes place in class.