



COURSE OUTLINE

ENGLISH 230

**A SURVEY OF FIRST NATIONS &
INDIGENOUS LITERATURE IN ENGLISH**

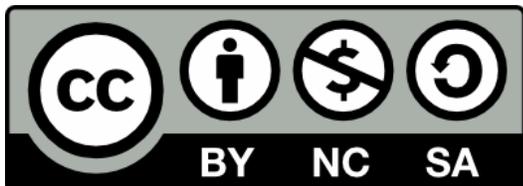
**45 HOURS
3 CREDITS**

PREPARED BY: Dr. Drew Lyness, English Instructor
APPROVED BY: Name, Title

DATE: Click or tap to enter a date
DATE: Click or tap to enter a date

APPROVED BY ACADEMIC COUNCIL: Click or tap to enter a date

RENEWED BY ACADEMIC COUNCIL: Click or tap to enter a date



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APPLIED ARTS DIVISION
A Survey of First Nations & Indigenous Literature in English
English 230
3 Credit Course
Winter Semester, 2019

A SURVEY OF FIRST NATIONS & INDIGENOUS LITERATURE IN ENGLISH

INSTRUCTOR: Drew Lyness, Ph.D.

OFFICE HOURS: Wednesdays, 1pm-3pm in the Academic Skills Centre. Other times by appointment. Bookable Writing Center Appointments, Wednesdays 10am-12pm.

OFFICE LOCATION: A2005

CLASSROOM: C1511

E-MAIL: dlyness@yukoncollege.yk.ca

TIME: 9am-12pm

TELEPHONE: 604 7897765 (texts welcome) **DATES:** Fridays

COURSE DESCRIPTION

This course examines English-language writing by First Nations, Inuit, Métis & Native American authors, as well as other forms of contemporary cultural production from within Indigenous communities in North America including music, film, graphic novel and performance. After an initial look at selected traditional narratives as well as cultural and historical context, lectures and discussions will focus mainly on contemporary works of fiction, poetry and drama that adopt and transform traditions of First Nations and Indigenous oral storytelling.

PREREQUISITES

Six credits of first-year English composition and literature (e.g., ENGL 100 and 101) or instructor's permission.

EQUIVALENCY OR TRANSFERABILITY

For further information about transferability please contact the School of Liberal Arts.

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LEARNING OUTCOMES

Upon successful completion of the course, students will be able to

- identify elements of plot, character, setting, tone, and theme in literary works
- analyze texts in terms of gender, class, race, ethnicity, and sexual orientation, with a particular focus on issues of importance to First Nations and Indigenous peoples
- apply standard literary terminology in their discussions of works of literature
- recognize literary devices and explain their effects
- think, speak, and write critically (i.e., analyze, interpret, synthesize, and evaluate)
- perform undergraduate research into the background and context of a literary work
- present ideas in well-organized, thoughtful, and polished essays, and do postsecondary level research into literary subjects

COURSE FORMAT

EVALUATION:

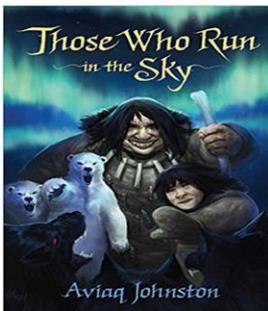
5 Moodle Discussion Posts	10%
Midterm Exam	20%
Final Exam	20%
Presentation & Summary Paper	20%
Final Essay (~2000 words)	30%
Total	100%

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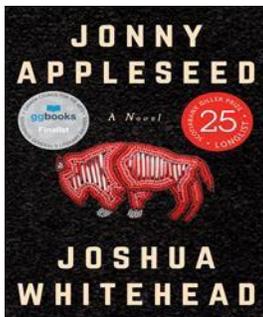
REQUIRED TEXTBOOKS

As well as shorter texts available on Moodle, we will be reading three novels this semester. These are mandatory texts and can be found in the Yukon College bookstore, through Fireweed Books downtown, or in the usual online venues. Essay questions and exams will relate to these texts, so buy them and read them early!

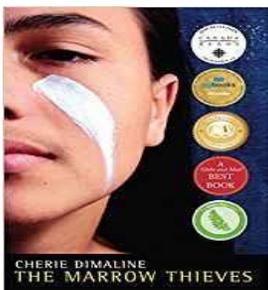
Those Who Run in the Sky (English) by Aviaq Johnston (2017)



Jonny Appleseed by Joshua Whitehead (2018)



The Marrow Thieves by Cherie Dimaline (2017)



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ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registration web page.

PLAGIARISM

Plagiarism is a serious academic offence. Plagiarism occurs when a student submits work for credit that includes the words, ideas, or data of others, without citing the source from which the material is taken. Plagiarism can be the deliberate use of a whole piece of work, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Students may use sources which are public domain or licensed under Creative Commons; however, academic documentation standards must still be followed. Except with explicit permission of the instructor, resubmitting work which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

YUKON FIRST NATIONS CORE COMPETENCY

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see www.yukoncollege.yk.ca/yfnccr.

ACADEMIC ACCOMMODATION

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC): lac@yukoncollege.yk.ca.

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TOPIC OUTLINE & Weekly Readings
(further texts will be bought in as appropriate)

January 4th:
Establishing context for this course
Week 1

Introductions, syllabus, assignments, assign presentation weeks.

Locating ourselves as readers of First Nations and Indigenous Literature

Discussion of terminology and the wider significance of literature we will be reading.

In class reading & discussion:

“The Disempowerment of First North American Native Peoples and Empowerment Through Their Writing’ By Jeanette C. Armstrong (Okanagan) *Paper Prepared for Saskatchewan Writers Guild Annual Conference 1990.*

Take home reading assignment and first Moodle discussion:

“Too Heavy To Lift” & “One Name to Rule Them All” from: *The Inconvenient Indian: A Curious Account of Native People in North America.* Thomas King (Cherokee) (2012)

January 11th:
Reading Indigenous Literatures - Authenticity, Representation & Identity
Week 2

Essay: “How Do We Learn to be Human” by Daniel Heath Justice (Cherokee Nation)
From: *Why Indigenous Literatures Matter* (2018)

Essay: “Pretty Like A White Boy: Adventures of a Blue-Eyed Ojibway” by Drew Hayden Taylor (Ojibwe) (1996)

Poem: 3740166701 by John Adrian McDonald (Cree)

Poem: “I’m not the Indian You Had in Mind” by Thomas King (Cherokee)

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January 18th:
Some classic works of Indigenous Literature
Week 3

Short Story: "Borders" by Thomas King (1993)

Short Story: "Terminal Avenue" by Eden Robinson (1996)

Short Story: "Mermaids" by Richard Van Camp (2002)

Short Story: "What You Pawn I Will Redeem" by Sherman Alexie (Spokane-Coeur d'Alene) (2003)

January 25th:
Traditional Orature & Contemporary Culture: language, translation & narrative
Week 4

Marion Tuu'luq (Inuit) "A Story of Starvation" as told to Susan Tagoona. (~1977)

Richard Wagamese (Ojibway) "The Animal People Choose a Leader"

Jason EagleSpeaker (Blackfoot/Duwamish) "We're More Than Just Beads & Feathers"
A GRAPHIC NOVELLA

February 1st:
Yukon First Nations: some local context
Week 5

Essay: "The Land Has Always Been Home": *Celebrating the 45th anniversary of Together Today for Our Children Tomorrow* by Angela Code

Film: *How People Got Fire* (2008) set in Carcross and based on a traditional story by Kitty Smith, "How Indians Got Fire"

Film: *Shift: Break Your Own Trail* - mountain biking film set in Carcross (2017)

Selection of Tagish creation stories

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February 8th:
Contemporary Inuit literature - I
Week 6

“Those Who Run in the Sky” by Aviaq Johnston (2017) (chapters 1 through 10)

February 15th:
Contemporary Inuit literature - II
Week 7

“Those Who Run in the Sky” by Aviaq Johnston (2017) (chapters 11 through 20)

February 22nd:
Week 8
NO CLASS- READING WEEK

March 1st:
Contemporary First Nations literature - I
Week 9

Jonny Appleseed by Joshua Whitehead (2018)

(pages 1-105)

March 8th:
Contemporary First Nations literature - II
Week 10

Jonny Appleseed by Joshua Whitehead (2018)

(pages 106 - 219)

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March 15th:
Contemporary Métis literature - I
Week 11

The Marrow Thieves by Cherie Dimaline (2017)

(pages 1-117)

March 22nd:
Contemporary Métis literature - II
Week 12

The Marrow Thieves by Cherie Dimaline (2017)

(pages 118- 231)

March 29th:
Indigenous Poetics, Rap & Hip Hop in Canada
Week 13

Lyrics: “Heroes” by Wab Kinew (*Anishinaabe*)

Selection of music, artists and lyrics including: Snotty Nose Rez Kids (Haisla Nation);
Christie Lee Charles (Musqueam Nation); A Tribe Called Red (Mohawk, Cayuga)

April 5th:
Week 14

Wrapping up, review, exam preview.

Exams begin Monday April 15th - this class will have an online final exam

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GRADE	Grade Point Value	Yukon College %	ESSAY DESCRIPTION
A+	4	95-100	<p>EXCELLENT: An A paper is of outstanding quality in almost all respects. It has a clear, original, and engaging thesis that responds thoughtfully to the assignment. The essay is logically, coherently, and effectively organized. The author uses appropriate and compelling evidence to support the thesis with correct referencing and documentation.</p>
A	4	86-94	<p>The paragraphs are unified—internally and externally—coherent, and have vivid topic sentences. The paragraphs are connected with smooth transitions.</p>
A-	3.7	80-85	<p>The prose is clear, smooth, and consistently grammatical. The essay is mechanically perfect or nearly so.</p>
B+	3.5	75-79	<p>GOOD: The B paper is an above average performance but falls short of the A paper in some significant way. While the thesis statement is good, it may have some minor problems, may be difficult to find, or may lack originality and insight.</p>
B	3	70-74	<p>There may be a problem in organization or the order of the argument at one or two points in the essay. Evidence is appropriate and supports the thesis and is correctly referenced and documented. Although the paper may have minor weaknesses in paragraphing, it will contain evidence of the writer's ability to organize information into unified and coherent units.</p>
B-	2.7	65-69	<p>There may be issues of style. Text may be wordy, repetitive, vague, overly formal, or too informal. It may have passive structure, pronoun errors, or modifier errors. It may lack sentence variation or parallelism. There may be mechanical and grammatical errors sprinkled throughout the text.</p>
C+	2.5	62-64	<p>SATISFACTORY: A C paper has a thesis, but the thesis may not be stated, may be poorly stated, may be commonplace, or may not deal completely with the assignment. The presentation of ideas and evidence may be disorganized, meandering, or otherwise lacking in logical coherence. Evidence may be lacking, inappropriate, or inconsistently used; it may have significant referencing errors.</p>
C	2	58-61	<p>The essay will be organized and paragraphed well enough to allow the reader to move through it with relative ease, although there may be some disjointedness and lack of focus. The paper will generally use language accurately.</p>
C-	1.7	55-57	<p>The essay may contain errors in sentences (fragments, run-ons, and comma splices), in punctuation, and in usage; however, the errors are not so frequent or large to distract the reader from the content of the paper. In an essay that might otherwise be a B, sentence and grammatical errors may warrant a C grade.</p>
D	1	50-54	<p>MEETS MINIMAL REQUIREMENTS: This essay may be missing a thesis or indicate serious problems in formulating the thesis. The essay may miss the basic demands of the given assignment. There are serious problems in the essay's organization and development; the essay may seem chaotic at times. Evidence may be missing or inappropriate. The essay may indicate definite weaknesses in analytical thinking, and ideas may be underdeveloped. The writer's control of language may be uncertain. Usually, the D paper indicates a combination of problems: serious errors in reasoning, little or no development of ideas, lack of control of language, and many errors. Serious and frequent errors in usage, sentence structure, and mechanics interfere with the essay's readability.</p>
F	0	Under 50	<p>UNSATISFACTORY This essay is unacceptable because it contains plagiarized material, shows a complete misunderstanding of the assignment, or the writing fails to meet the basic communication requirements of standard written English.</p>